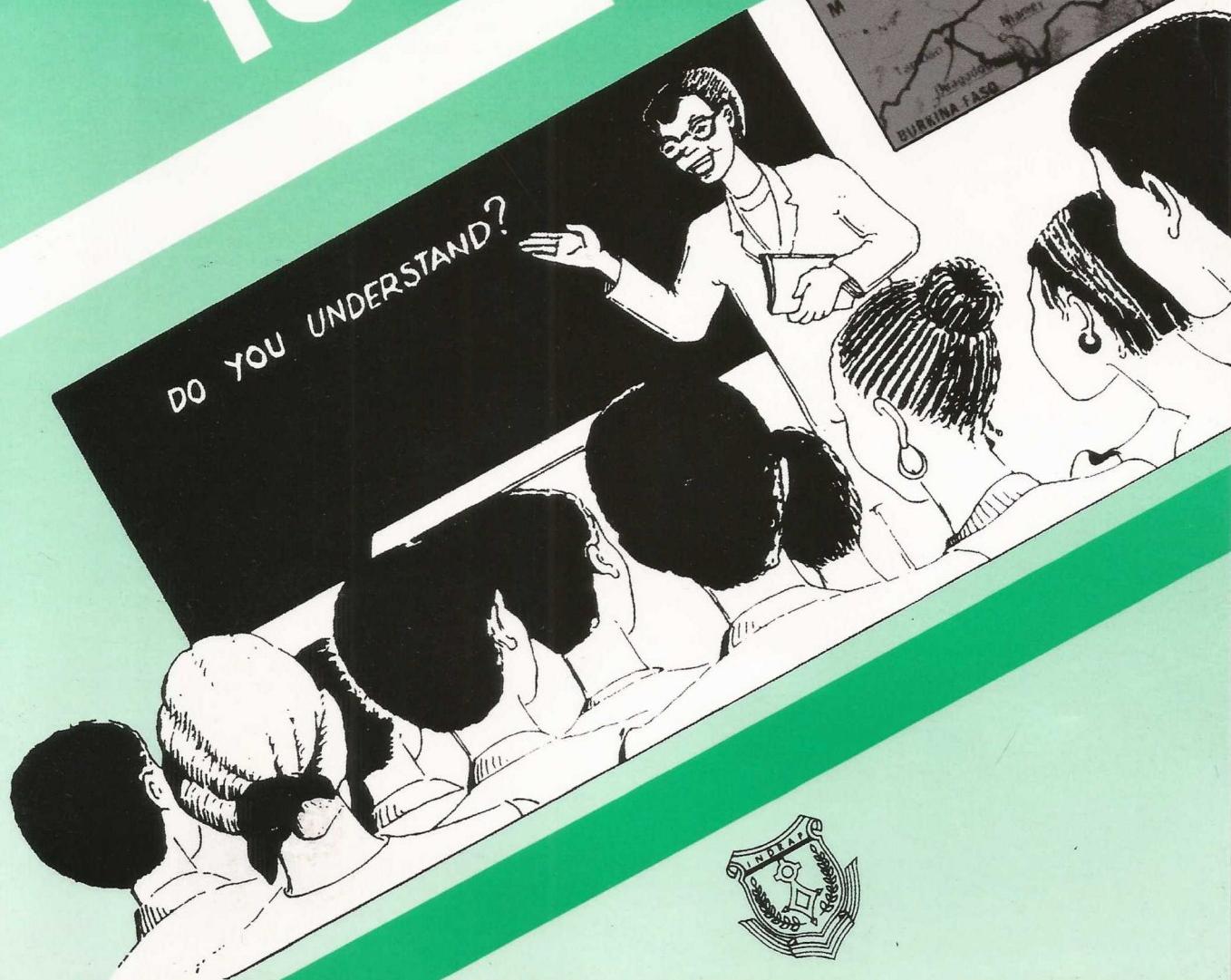


République du Niger  
Ministère de l'Education Nationale

- I.N.D.R.A.P.

# EITS English for the Sahel Second Year

DO YOU UNDERSTAND?



République du Niger  
Ministère de l'Éducation Nationale  
Institut National de Documentation, de Recherche, et  
d'Animation Pédagogiques

# English for the Sahel

Second Year

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**With special thanks to everyone  
whose help made this book possible.**

# AVANT-PROPOS

• *English for the Sahel* est une série de manuels d'anglais du premier cycle qui tente de répondre au souci d'adapter l'enseignement de l'anglais comme langue étrangère aux réalités du Sahel en général, et du Niger en particulier.

C'est un ouvrage original, conçu, écrit, illustré et réalisé par une équipe de professeurs nigériens et américains, supervisé par un consultant venu des États-Unis.

Par la présentation et les options pédagogiques qui ont présidé à son élaboration, *English for the Sahel* s'inscrit dans la lignée des méthodes actuelles d'enseignement des langues étrangères.

Nous espérons que cette série aidera le professeur dans sa tâche quotidienne, plaira aux élèves et leur permettra de progresser de manière cohérente et soutenue, et dans un contexte motivant.

Amadou Hamidou  
Directeur de l'enseignement secondaire  
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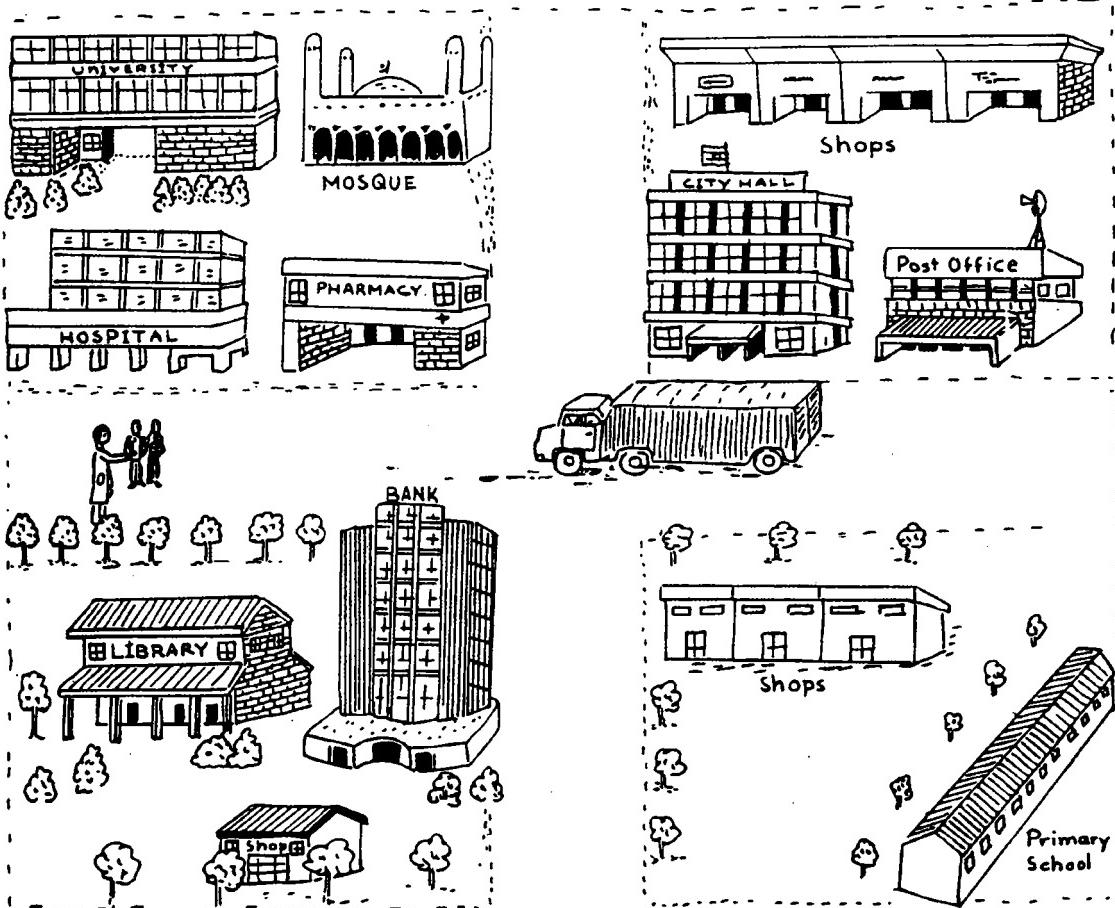
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# CHAPTER ONE

## Lesson One



### A Visit to the City

Tujani and Ali are two young boys from a small village. They are on their long vacation. They are visiting their uncle in a big city near their village. Today, Ali and Tujani want to go to the post office to mail some letters. Tujani is asking a man how to get there.

**Tujani :** Good morning, sir. Can you please tell me how to get to the post office?

**Man :** The post office? Walk down this street. That big building on your left is the hospital. Keep going. You will come to a corner. Don't turn there. You will see some shops on your right. Go straight ahead. You will see the city hall on your left. It is a big building with a flag on top. The post office is next to the city hall.

**Tujani :** Thank you, sir. Let's go, Ali.

**Ali :** Oh! It's a long way from here. Let's take a taxi.

**Man :** No, it isn't! Come on.

On the way to the post office, the boys feel very happy to be in the big city. The expensive cars, big buildings, and people in beautiful clothes are new to them.

### Exercise 1-1: Answering Questions on the Text

Answer these questions with complete sentences.

1. Where are Ali and Tujani from?
2. Who are they visiting in the big city?
3. Where do they want to go?
4. Do they know how to get to the post office?
5. Is there a post office in your village?
6. Where is the mosque in your village?
7. Where is the market in your village?
8. Is there a clinic in your village? (clinic = dispensaire) Where is it?
9. Where does the chief live in your village or town?

## FUNCTION

### ● Describing Locations of Buildings

(See Map on Page 9)

The hospital is **opposite** the library.

The bank is **on** the corner.

The post office is **next** to the city hall.

The university is **behind** the hospital.

The primary school is **near** the shops.

The truck is **in front** of the city hall.

### Exercise 1-2: Writing True Sentences About the Buildings in Your Town

Write seven true sentences telling where the important buildings are in your town.

## GRAMMAR

### ● Review of Tenses

#### The Present Progressive Tense

### Exercise 1-3: Asking and Answering Questions

Student 1 makes a question and Student 2 answers truthfully

Question:	Is	{	that boy that girl the teacher	{	practicing English sitting in the compound eating mangoes drawing something going home playing football visiting friends cleaning the table closing the door standing at the window	}
	Am	I				
	Are	{ you we Ali and Fati they				

Answer:	Yes,	<table border="0"> <tr> <td>he</td><td>}</td><td>is.</td><td>{</td><td>he</td><td>isn't.</td></tr> </table>	he	}	is.	{	he	isn't.
he	}	is.	{	he	isn't.			
		<table border="0"> <tr> <td>I</td><td>am.</td><td>I'm</td><td>not.</td></tr> </table>	I	am.	I'm	not.		
I	am.	I'm	not.					
		<table border="0"> <tr> <td>you</td><td>}</td><td>are.</td><td>{</td><td>you</td><td></td></tr> </table>	you	}	are.	{	you	
you	}	are.	{	you				
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they				they	aren't.			

### Examples:

a. Student 1: *Am I sitting?*

Student 2: Yes, you are.

b. Student 1: *Are Ali and Fati closing the door?*

Student 2: No, they aren't. They are cleaning the table.

### **Exercise 1-4: Making Questions and Answers**

In each item, do two things. First, make a question using the present progressive. Second, use your imagination to write an answer to your question.

### Examples:

a. where / Ali / go?

Question: *Where is Ali going?*

Answer: *Ali is going to the post office.*

b. what / Halima / make?

Question: *What is Halima making?*

Answer: *Halima is making a dress.*

1. where / Sidi / work? 2. what / Mother / do? 3. where / Amina / study?

4. what / Hadiza / cook? 5. where / Moussa / stand? 6. what / Aissa / draw?

7. what / Ousmane / write?



### **The Simple Present Tense**

We use the simple present tense to express:

1. a general truth

Example: It often rains in July.

2. a habitual action

Example: We come to school every day.

### ► Affirmative Examples with the S-Form (Third Person Singular):

He / She / It

Ali

A baby

Fati

works.

buys

needs

meets

bananas every day.

milk.

Moussa at home.

## ► Negative Examples in the Third Person Singular:

He / She / It	does not	smoke.	
That man	does not	like	potatoes.
This woman	does not	eat	rice.
A camel	does not	drink	water every day.

Contraction: does not = doesn't.

## ► Interrogative Examples in the Third Person Singular:

Why	Does does	Ousmane Mariama	study? sleep	outside?
-----	--------------	--------------------	-----------------	----------

### Exercise 1-5: Making Sentences in the Third Person Singular

Write one affirmative sentence with the first subject and one negative sentence with the subject in the parentheses. Use the word usually.

#### Example:

she (he) / work

She usually works. He does not usually work.

1. Ali (Boubacar) / come / at eight o'clock
2. the boy (the girl) / go to bed / at eleven o'clock
3. he (she) / drink coffee / in the morning
4. the girl (the boy) / help her mother / on the weekends
5. Moussa (Boukar) / do his homework / at night
6. Maria (Kadi) / speak English / at school
7. she (he) / copy / her (his) lesson after class (copy = copier)

### Exercise 1-6: Making Third Person Singular Questions and Answers

In each item, do two things. First, make a question in the simple present. Second, use your imagination to write an answer to your question.

#### Examples:

- a. where / Amina / study?

Question: Where does Amina study?

Answer: She studies at home.

- b. what time / Mahamadou / go to school?

Question: What time does Mahamadou go to school?

Answer: He goes to school at a quarter to eight.

1. when / class / begin?
2. where / Ali / live?
3. what / the girl / have?
4. where / the teacher sleep?
5. what time / Fati / go to bed?
6. where / Marie / cook lunch?
7. what / the boy / buy?

► Affirmative Examples Using the Simple Form of the Verb:

I / We / You	run	every day
They / The girls	work.	
The boys	play	football every day
Muslims	believe	in Allah.

► Negative Examples Using Do Not:

They / We / You / I	do not	run	every day.
Those men	do not	eat	meat.
These women	do not	work.	
Birds	do not	fly	at night.

Contraction: do not = don't

► Interrogative Examples Using Do:

Why	do	they	study	at home?
Why	do	Fati and Halima	sleep	outside?
Why	do	dogs	bark?	

Exercise 1-7: Making Sentences Using the Simple Form

Write one affirmative sentence with the first subject and one negative sentence with the subject in the parentheses. Use the word usually.

Example:

they (Alio and Boubacar) / work hard / at school

They usually work hard at school.

Alio and Boubacar do not usually work hard at school.

1. I (my sister) / sleep / outside
2. we (they) / go to the market on Monday
3. you (your friend) / write / long letters
4. they (the girls) / play / football on Saturday.
5. Ali and Ousmane (Abdoulaye and Mounkaila) / speak / Hausa
6. the teacher (the students) close the door
7. I (my brother) / drive / my father's car

Exercise 1-8: Making Questions and Answers

In each item, do two things. First, make a question in the simple present. Second, use your imagination to write an answer to your question.

Examples:

- a. where / Ali and Amina / study?

Question: Where do Ali and Amina study?

Answer: They study at home.

b. what time / the girls / go to school?

Question: What time do the girls go to school?

Answer: They go to school at a quarter to eight.

1. where / the boys / play football? 2. what time / you / come to school?
3. what time / they / do their homework? 4. where / the women / buy meat?
5. where / the farmers / grow millet? 6. where / the women / get water?
7. what time / you / go to bed / at night?

### Exercise 1-9: Changing Plural to Singular

Change the underlined word in each sentence from plural to singular.  
Make all necessary changes.

#### Examples:

a. The girls often wash their hands.  
The girl often washes her hands.

b. The children visit their cousins every week.  
The child visits his (her) cousins every week.

1. The boys meet the teacher at school. 2. The men do their work. 3. The women help their children. 4. The girls look at their sisters. 5. The girls read their lessons. 6. The farmers like their farms. 7. The boys spell their names.

### Exercise 1-10: Practicing Questions and Answers

#### in the Simple Present

Student 1 makes a question and Student 2 answers truthfully.

Question:	How often	<table border="0"><tr><td>does</td><td>{</td><td>your sister that boy your friend that girl your brother</td><td>}</td><td>{ eat meat? listen to the radio? do homework? study English? help a friend? play football? come to school? drink Fanta?</td></tr><tr><td>do</td><td>{</td><td>you they we</td><td>}</td><td></td></tr></table>	does	{	your sister that boy your friend that girl your brother	}	{ eat meat? listen to the radio? do homework? study English? help a friend? play football? come to school? drink Fanta?	do	{	you they we	}		
does	{	your sister that boy your friend that girl your brother	}	{ eat meat? listen to the radio? do homework? study English? help a friend? play football? come to school? drink Fanta?									
do	{	you they we	}										

Answer:	_____	_____	_____	<table border="0"><tr><td>{</td><td>once twice _____ times</td><td>}</td><td>{ a day. a week. a month. a year.</td></tr></table>	{	once twice _____ times	}	{ a day. a week. a month. a year.
{	once twice _____ times	}	{ a day. a week. a month. a year.					

#### Example:

Student 1: How often does your brother come to school?

Student 2: He comes to school five times a week.

# CHAPTER ONE

## Lesson Two

### Walking Around the City



The hospital is on the left of the boy in the picture. A lot of doctors and nurses work there. Sick people go there every day, and the doctors examine them. They sometimes give prescriptions to the patients. The doctors and nurses all wear long white coats.

These coats frighten the babies, and they often cry.

Today, lots of people want to see the doctor. There are a lot of patients sitting or standing in front of Dr. Alio's office, and the nurses are very busy.

Next, Tujani and Ali walk by the city hall. It is a very big building where people make important decisions. The mayor often invites the council to discuss important matters.

Right now, the council is talking about living conditions in the city. Conditions are not very good, and the council wants to improve them. A small child is looking in the window. He wants to go inside because it is cool there.

Finally, the two boys arrive at the post office. It is a big building. Every day, hundreds of people go there to mail their letters. Some people telephone their friends and relatives in other cities. The post office is a very busy place.

At this moment a man is writing a thank-you letter to a friend. Another man is carrying a package to the counter. Other people are standing and talking.



Tujani : Good morning, Madam. Stamps for two letters to Agadez, please.

**Clerk** : That will be 170 francs.

**Tujani** : When will my letters arrive in Agadez?

**Clerk** : If you mail them today, they'll get to Agadez in three days.

**Tujani** : I'm going to mail them right now.

**Ali** : There's the mail box over there. Drop your letters in it and let's go. I'm tired of all this walking.



### Exercise 1-11: Answering Questions on the Text

Answer these questions with complete sentences.

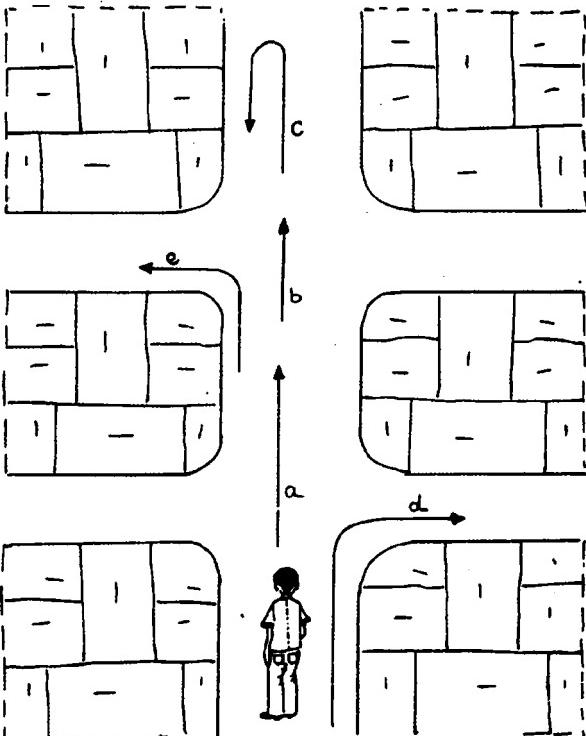
1. Where is the hospital? Who works there?
2. Who do lots of patients want to see?
3. What do people do in the city hall?
4. Do many people go to the post office every day? Why?
5. What does Tujani want? How much are they?
6. If today is Tuesday, what day will the letters arrive in Agadez? Do not count Tuesday.
7. Where must Tujani drop the letters?
8. Do you often write letters? What do you need when you write a letter?

## FUNCTION

### ● Expressions for Giving Directions

#### ► Examples:

- a. Go straight ahead.
- b. Keep going straight.
- c. If you see the post office, you must turn around.
- d. Turn right.
- e. Turn left.
- f. Go up the hill.
- g. Go down the hill.
- h. You will see a big building in front of you.
- i. You will see a big building on your right.



## Exercise 1-12: Following Directions

Individual students stand up and follow the teacher's directions.

### Example:

Teacher: Go straight ahead.

Student: (walks straight ahead)

## Exercise 1-13: Giving Directions

Student 1 gives directions, and Student 2 follows them.

### Example:

Student 1: Turn left.

Student 2: (turns left)

## GRAMMAR

### ● Contrasting Present Progressive and Simple Present

#### ► Examples:

- a. She **is working** now.
- b. She **works** every day.
- c. He **is listening** to the radio now.
- d. He usually **listens** to the radio in the evening.



#### Exceptions

We do not often use these verbs in the progressive tenses: **be, believe (croire), cost (coûter), hate (haïr), have, hear, like, love (aimer), mean (signifier), need, own (posséder), prefer, remember (se souvenir de), see, understand, and want.**

#### ► Examples of Exceptions:

- a. She **understands** the lesson now.  
She **understands** the lesson every day
- b. She **needs** to drink water now.  
She **needs** to drink water every day.
- c. She **is happy** (now).  
She **is** always happy.

## Exercise 1-14: Contrasting the Two Tenses

For each item, write a sentence using the present progressive if possible. If it is not possible, write a sentence using the simple tense.

### Examples:

- a. Mahamadou / visit the hospital  
*Mahamadou is visiting the hospital now.*

b. the children / like milk  
The children like milk.

1. Mariama / want a new dress 2. Hassane / write a letter 3. Amina / be hungry 4. she / clean the blackboard 5. the boys / plant trees 6. Moussa / have brown eyes 7. the man / drink water

## ● Review of the Future Tenses

### The Future with Will

#### ► Examples:

- a. He **will work** this afternoon.
- b. She **will listen** to the radio tonight.



#### Exercise 1-15: Asking and Answering Questions with Will

Using the expression below, ask and answer questions following the example. Use contractions.

Example: wash

Student 1: *What time will you wash your face?*

Student 2: *I'll wash my face at half past six.*

Student 3: *What time will (Student 2) wash her face?*

Student 4: *She'll wash her face at half past six.*

1. have breakfast 2. go to school 3. go back home 4. eat lunch 5. do your homework 6. play football 7. visit your friend

### The Future with Going To

#### ► Examples:

- a. She **is going to go** to the hospital tomorrow.
- b. He **is going to read** to his children in a few minutes.

#### Exercise 1-16: Asking and Answering Questions With Going To

Use the words from Exercise 1-15 to ask and answer questions with *going to* instead of *will*. Use contractions.

Example:

Student 1: *What time are you going to wash your face?*

Student 2: *I'm going to wash my face at half past six.*

Student 3: *What time's (Student 2) going to wash her face?*

Student 4: *She's going to wash her face at half past six.*

## Exercise 1-17: Writing Sentences in Three Tenses

Here is Fati's daily schedule. For each activity, write three sentences: the first in the simple present using *every*, the second in the future using *will* and *next week*, and the third in the future using *going to* and *tomorrow*.

### Fati's Schedule

1.	6:30	A.M.	get up
2.	7:30	A.M.	clean the compound
3.	9:00	A.M.	go to the market
4.	10:00	A.M.	wash her clothes
5.	3:00	P.M.	get water from the well
6.	4:00	P.M.	help her mother
	6:00	P.M.	cook dinner



#### Example:

Fati gets up at half past six every day.

She will get up at half past six next week.

She is going to get up at half past six tomorrow.

## Exercise 1-18: Writing Sentences in Four Tenses

Put the verb in the correct tense. For the future, use *will* or *going to*.

#### Examples:

a. Ousmane (eat) a mango now.

Ousmane is eating a mango now.

b. We (not, understand) the problem.

We do not understand the problem.

c. They (plant) millet next June.

They are going to plant millet next June.

d. They (go) to Agadez next month.

They will go to Agadez next month.

1. Amina (not, go) home now. 2. She (buy) mangoes tomorrow. 3. They (not, go) to the market next week. 4. You (play) football every day. 5. He (listen) to the radio now. 6. The boys (plant) a tree tomorrow. 7. Moussa (help) his brother every weekend. 8. They (not, come) every day. 9. We (speak) English now. 10. The girls (stay) at home tomorrow. 11. He (like) to walk to school every day. 12. My brother (own) a bicycle now.

## ● Adverbials of Means

### Transportation

How is Mahamadou going to Dakar?

He is going

by	{ donkey. camel. taxi. airplane. boat. car. ship.
on	{ foot. horseback.

## Tools

How does Fatima open her letters?

She opens them with

{ her hand.  
a pen.  
a knife.

### Exercise 1-19: Practicing Adverbials of Means

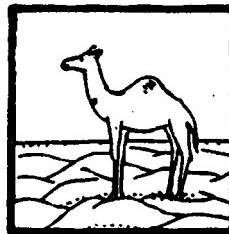
Use the pictures to answer each question. Use *by*, *on*, or *with* in each item.

Examples:

a. How is he opening the letter?



b. How does she go to the market?



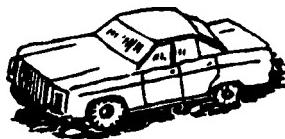
He is opening it with a knife.

She goes by camel.

1. How does Fati wash her hands?



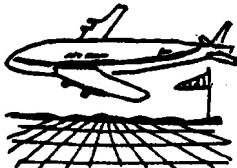
2. How is Ali going to the hospital?



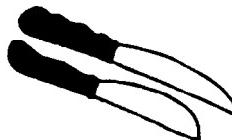
3. How are the boys coming to school?



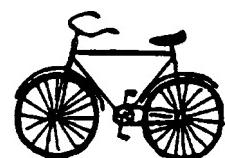
4. How do people go to Mecca?



5. How is the man cutting the meat?



6. How is the girl going to school?



7. How is the woman eating the spaghetti?



## Exercise 1-20: Translating French into English

1. Les enfants sont en train de jouer dehors.
2. Moussa va ouvrir la porte dans une minute.
3. Qu'est-ce qu'elle achète chaque jour ? Des mangues.
4. Ils finiront leurs devoirs demain matin.
5. Un homme est en train de traverser la rue.
6. Mon père ne me donne jamais son couteau.
7. Je vais voir qui est à la porte.
8. Les garçons nous aideront la semaine prochaine.
9. Elle arrive souvent à l'école en retard.
10. Iras-tu au village le week-end prochain ?

## WRITING

### ● Activities in Different Places

#### Exercise 1-21: Writing About What Happens in Different Places

In this exercise, you are going to write sentences about what happens in each place. Follow these steps:

- Step 1. Discuss each picture with your teacher. Your teacher will explain any vocabulary words that you do not know.
- Step 2. For each picture, write two sentences:
  - a. One with the word *usually* or *every*. Use the simple present tense.
  - b. One with the word *now*. Use the present progressive tense.
- Step 3. Underline the subject once, the verb twice, and the complement three times.

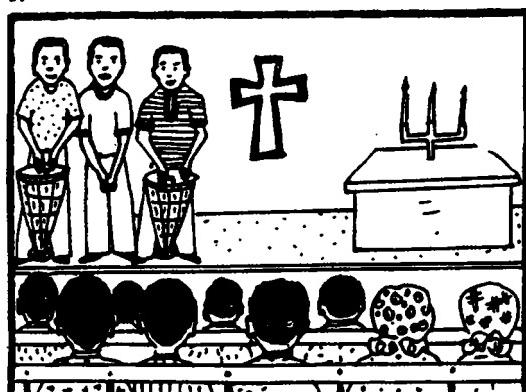


Examples:

People pray in the mosque every Friday.

Some people are praying in the mosque now.

1.



2.



3.



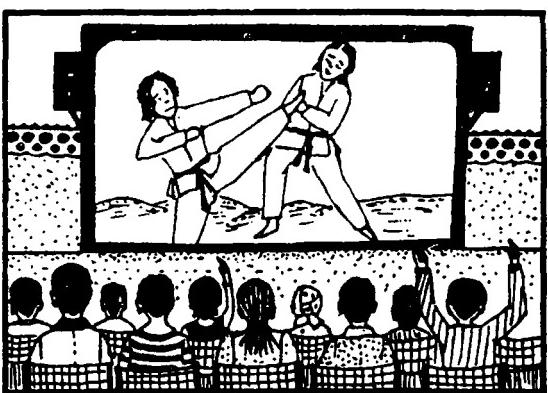
4.



5.



6.



7.

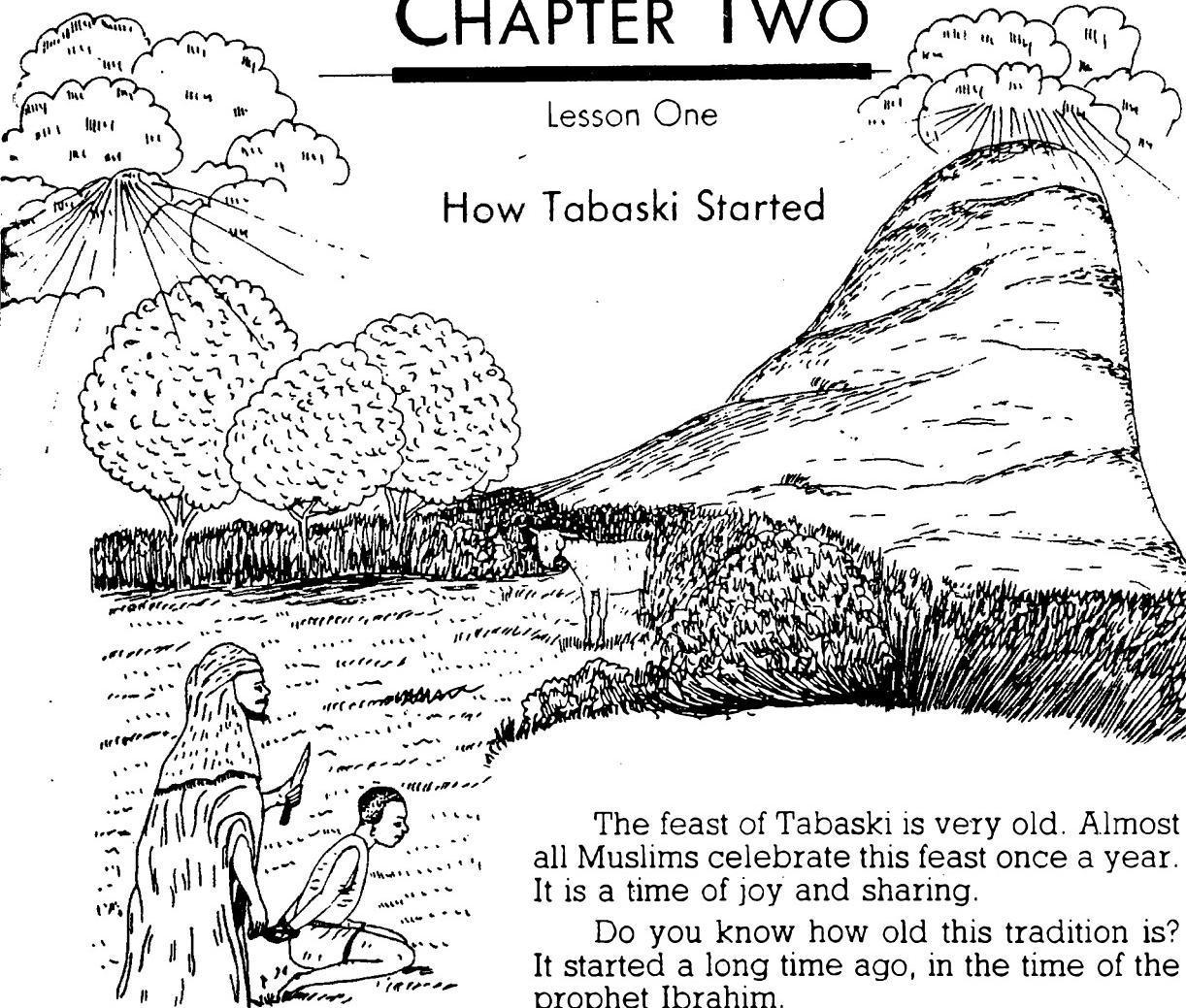


## Fun and Games

# CHAPTER TWO

## Lesson One

### How Tabaski Started



The feast of Tabaski is very old. Almost all Muslims celebrate this feast once a year. It is a time of joy and sharing.

Do you know how old this tradition is? It started a long time ago, in the time of the prophet Ibrahim.

Ibrahim built the Kaaba. The Kaaba is the sacred mosque in Mecca. Millions of Muslims make the pilgrimage there every year.

One day Ibrahim saw in a dream that God wanted him to sacrifice his first son, Ismael. Ibrahim told this to his son.

Ismael answered: "Oh, my father, do as God has told you." So Ibrahim prepared his son for sacrifice, but God stopped him. God was happy that they were ready to do as he wanted. Then, God gave them a sheep to sacrifice. Now, every Tabaski, Muslims celebrate because God has provided sheep for sacrifice.

That was on the tenth day of Zulhadjati. Zulhadjati is the twelfth month of the Arab calendar. This is why Muslims kill a sheep on the tenth day of the last Arab month, and that is how Tabaski started.

#### Exercise 2-1: Answering Questions on the Text

Answer these questions with complete sentences.

1. How often do we celebrate Tabaski?
2. When did the tradition of Tabaski start?
3. What is the Kaaba?
4. Why did Ibrahim decide to sacrifice his son?
5. What is Zulhadjati?
6. When is Tabaski?
7. Why is the celebration of Tabaski important?
8. How did you learn the story of Tabaski?

## ● Review of the Past Tense of Be

### ► Affirmative Examples:

She	was	at home for Tabaski.
We	were	in the classroom yesterday.

I **was** at home for Tabaski.  
(*J'étais chez moi à la Tabaski.*)

### ► Negative Examples:

He	was	not	a good student last year.
They	were	not	at home on Monday

Contractions: was not = wasn't      were not = weren't

### Exercise 2-2: Writing Affirmative and Negative Sentences

In each item write two past tense sentences. The first must be affirmative. The second must be negative.

#### Example:

I / late for school Monday (Maïmouna)

I *was* late for school Monday.

Maïmouna *was not* late for school Monday.

1. Ali / a very good football player in primary school (Issa)
2. they / in the taxi to Niamey yesterday (we)
3. she / a student in Tahoua in 1986 (he)
4. they / in primary school last year (the teacher)
5. Fati and Hadiza / in the market last Tuesday (Kadi and Aïssa)
6. Moussa / a good math student last year (Oumarou)
7. Tabaski / very exciting for Ali's family last year (May !)

### ► Interrogative Examples:

Where	Was	I / he / she / it	in the classroom yesterday?
When	Were	we / you / they	happy last year?
	was	he?	
	were	they	at the market?

## **Exercise 2-3: Forming Yes / No Questions with Be**

Change these sentences to form questions with the verb be.

### **Example:**

Ali was a good student yesterday.  
Was Ali a good student yesterday?

1. You were here yesterday.
2. The road was wet last week.
3. There was a pen in the bag.
4. She was in school yesterday.
5. Fati was very angry with Ali last night.
6. The English tests were difficult.
7. They were very sick last month.

## **● Time Expressions for the Past Tense**

### **► Example:**

We celebrated Tabaski **last week**.

We use words like *last week*, *last month*, *last night*, *last year*, *last Tuesday*, *last March*, *last term* with the past tense.

### **► Examples:**

- a. They were here **yesterday**.
- b. We were here **yesterday morning**.

Other words that we use with the past tense are *yesterday morning*, *yesterday evening*, *yesterday afternoon*.

## **Exercise 2-4: Choosing Yesterday or Last**

Copy each sentence. Replace the (X) with *yesterday* or *last*.

### **Example:**

We were at the market (X).

We were at the market **yesterday**.

1. Ali killed a sheep (X).
2. Did Moussa build a house (X) month?
3. Fati and Mariama went to Mecca (X) July.
4. We were in Cotonou (X) year.
5. Was there a dance (X) night?
6. (X) a thief stole all of my money. (thief = *voleur*)
7. Were you a primary school student (X) year?

## **Exercise 2-5: Asking and Answering Questions with Was and Were**

Student 1 asks a question, and Student 2 answers it.

Question: Where	<table border="0"><tr><td>was</td><td>{ Ali Fatima the teacher your pen }</td></tr><tr><td>were</td><td>{ Hadiza and Mounkaila you we your pen and exercise book }</td></tr></table>	was	{ Ali Fatima the teacher your pen }	were	{ Hadiza and Mounkaila you we your pen and exercise book }	<table border="0"><tr><td>yesterday?</td></tr><tr><td>last { night? week? month? year? }</td></tr></table>	yesterday?	last { night? week? month? year? }
was	{ Ali Fatima the teacher your pen }							
were	{ Hadiza and Mounkaila you we your pen and exercise book }							
yesterday?								
last { night? week? month? year? }								

Answer: _____	{ was were }	at the mosque home at school in (city) at the market at the hospital on my desk in Mecca	yesterday. last _____
---------------	-----------------	---	--------------------------

### Example:

Student 1: *Where was Fatima last month?*

Student 2: *She was in Maradi last month.*

### **Exercise 2-6: Making Wh-Questions with the Past of Be**

Make a question about the underlined word.

### Examples:

a. She was somewhere last night.

*Where was she last night?*

b. Fati's bag was on the desk yesterday.

*Whose bag was on the desk yesterday?*

1. Ali was in school yesterday. 2. There was something in Fátima's hand.

3. Moussa was the man in the taxi last week. 4. Somebody was in the school on Sunday.

5. Ali's father was in Lagos last month. 6. The ball was in the tree.

7. The books were in the director's office yesterday morning. 8. The teacher was in Niamey last week.

9. Moussa was the goalkeeper in the football game yesterday. (goalkeeper = *gardien de but*) 10. Last month there was a lot of rain in Mopti.

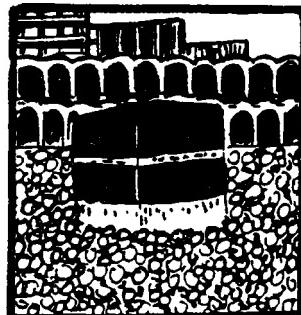
11. In July there was a lot of rain. 12. Issa's shoes were clean yesterday.

## ● Past Tense of Regular Verbs

### ► Affirmative Examples:

Ibrahim	built	the Kaaba.
My uncle	prayed	at the mosque

Ibrahim built the Kaaba.  
(Ibrahim a construit la Kaaba.)



Past form = Simple form + -d, -ed, -ied.

See Spelling on page 29.

### **Exercise 2-7: Writing Affirmative Sentences in the Past Tense**

Copy each sentence. Write the verb in parentheses in the past tense.

### Example:

Fati (listen) to her father.

Fati listened to her father.

1. Moussa (sacrifice) a sheep yesterday.
2. Ali (visit) Fati at home yesterday.
3. That man (kill) many sheep on Tabaski last year.
4. They (walk) to school in the morning.
5. We (start) our work last Monday.
6. Ali (work) very hard in school.
7. She (pound) yams yesterday afternoon.

### ► Negative Examples:

Ibrahim	did not	kill	his son.
He	did not	sacrifice	a sheep.

Contraction: did not = didn't

### Exercise 2-8: Writing Negative Sentences in the Past Tense

Change each sentence in Exercise 2-7 to a negative sentence.

#### Example:

Fati (listen) to her father.  
Fati **did not** listen to her father.

### ► Interrogative Examples:

#### Yes / No Questions

Did	Ibrahim	kill	his son?
Did	Ibrahim	sacrifice	anything?

#### Questions and Answers

Question: Did Hadjara **prepare** chicken yesterday?  
Answer: Yes, she **did**. or No, she **didn't**.

### Exercise 2-9: Making Past Tense Questions

Write each sentence below as a question in the past tense and then give a true yes or no answer.

#### Example:

You sacrificed a sheep yesterday.  
Did you sacrifice a sheep yesterday?  
Yes, I **did**. or No, I **did not**.

1. The students completed their exercises yesterday.
2. Your classmate paid attention in class last week.
3. Ibrahim sacrificed his son.
4. Ibrahim built the Kaaba.
5. Muslims killed many sheep at Tabaski last year.
6. Your brother walked many kilometers to school.
7. You scored a goal in a football match.

## ● Wh-Questions with Regular Verbs in the Past Tense

### Type I

(See page 68 for an explanation of Type II questions.)

#### ► Examples:

- a. Mahamadou scored a goal yesterday

When did he score a goal?

(Quand a-t-il marqué un but?)

- b. Ali washed his hands with soap and water.

What did Ali wash?

- c. Hadiza talked with the big boy at school.

Where did Hadiza talk with the big boy?

- d. Ali saw Hadiza at school.

Who did Ali see?

### Exercise 2-10: Forming Questions with Wh-Words — Type I

Make a question about the underlined words in each sentence.

#### Example:

Ibrahim killed the sheep.

What did Ibrahim kill?

1. Abdou stopped at the shop today.
2. It rained on Monday.
3. Fati finished her work at home.
4. The teacher cleaned the blackboard.
5. Adamou waited at the bus station.
6. Hadiza picked up the pen.
7. Alio weeded his father's garden.

## PRONUNCIATION

### ● The Past Forms of Regular Verbs

The endings of regular verbs in the past form have three different pronunciations. Listen and imitate the teacher.

- a. After the [t] or [d] sounds, we pronounce the ending as [id].

#### Simple Form

visit  
wait (for)  
point (at)  
need  
weed  
add (ajouter)  
complete (finir)

#### Past Form

visited  
waited (for)  
pointed (at)  
needed  
weeded  
added  
completed

b. After a voiceless sound, we pronounce the ending as [t]

Simple Form	Past Form
ask	asked
stop	stopped
push (pousser)	pushed
touch	touched
finish	finished
fix	fixed

c. After a voiced sound, we pronounce the ending as [d].

Simple Form	Past Form
clean	cleaned
study	studied
use (utiliser)	used
play	played
score	scored
listen (to)	listened (to)

### **Exercise 2-11: Practicing Pronunciation**

In each item, Student 1 must ask a question with *when* in the past tense. Student 2 must answer the question with correct pronunciation. The answer must be true.

#### Examples:

a. need money

Student 1: When did you need money?

Student 2: I needed it last Tuesday.

b. score the goal

Student 1: When did your brother score a goal?

Student 2: He scored a goal yesterday.

1. wait for the taxi
2. finish his homework
3. fix the bicycle
4. push the chair
5. study her English
6. listen to the radio
7. ask a question
8. point at the door
9. add the numbers
10. use the chalk
11. visit your uncle
12. play football

## **SPELLING**

### **● The Past Forms of Regular Verbs**

#### **► Examples with Final -e:**

Simple Form	Past Form
score	scored
complete	completed

► **Examples with Final -y Preceded by a Consonant:**

Simple Form	Past Form
study	studied
carry	carried

► **Examples of Verbs with One Syllable Ending with a Single Vowel and a Single Consonant:**

Simple Form	Past Form
stop	stopped
plan	planned

► **Examples for Most Other Verbs:**

Simple Form	Past Form
cook	cooked
wait	waited
work	worked

● ● ● **Exercise 2-12: Spelling the Past Forms of Regular Verbs**

Spell the past tense of each of these verbs.

Example:

study → studied

1. cook
2. wait
3. look
4. stop
5. need
6. carry
7. plan
8. walk
9. open
10. close
11. use
12. play

● ● ● **Exercise 2-13: Spelling the Simple Forms of Regular Verbs**

Spell the simple form of each of these verbs.

Example:

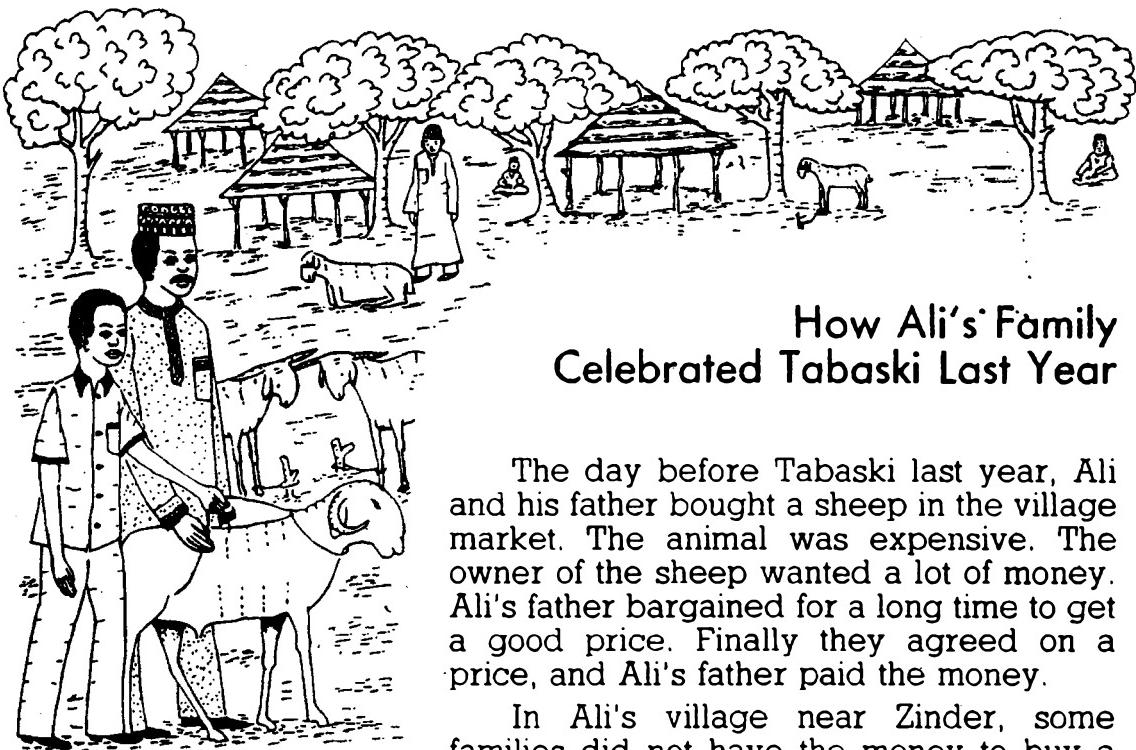
studied → study

1. scored
2. listened
3. played
4. completed
5. hurried
6. talked
7. planned
8. killed
9. agreed
10. used
11. worried
12. pounded

● ● ● ● ● **Fun and Games** ● ● ● ● ●

# CHAPTER Two

## Lesson Two



### How Ali's Family Celebrated Tabaski Last Year

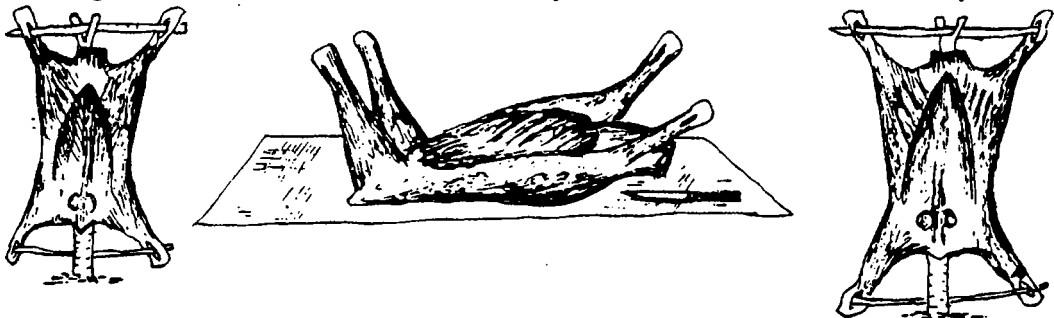
The day before Tabaski last year, Ali and his father bought a sheep in the village market. The animal was expensive. The owner of the sheep wanted a lot of money. Ali's father bargained for a long time to get a good price. Finally they agreed on a price, and Ali's father paid the money.

In Ali's village near Zinder, some families did not have the money to buy a sheep for Tabaski. Ali's family was lucky. He and his father took their sheep home to wash it. Everywhere in the village people were busy.

On the first day of Tabaski, people woke up early in the morning. They put on beautiful clothes and went to a special place outside the village. The Imam began the prayer and the people prayed with him. When the Imam finished the prayer, he killed his own sheep.

After the prayer, Ali and his father and brothers went back home to prepare their sheep for sacrifice. The family had a small ceremony and everybody touched the sheep. A marabout killed the sheep with a big knife. A butcher skinned it to get the meat. Ali made a big fire to roast the meat. Ali's mother and his sister, Fati, washed pots and prepared the spices. They cut the entrails from the sheep and fried them in hot oil. Finally everyone began eating.

On the second day of Tabaski, people gave meat to the poor and to their neighbors. This is how Ali's family celebrated Tabaski last year.



## Exercise 2-14: Answering Questions on the Text

Answer these questions with complete sentences.

1. Why did Ali and his father go to the market?
2. What did the owner of the sheep want?
3. Whose family was lucky? Why?
4. What did people do when they woke up on Tabaski?
5. Who was the first person to kill a sheep in Ali's village on Tabaski?
6. Does everybody in your family touch the sheep?
7. What did Ali's mother and sister do?
8. Does everyone in your village have money to buy a sheep for Tabaski?
9. How do people in your village celebrate Tabaski?
10. Did your family get a lot of meat from your neighbors last year?
11. Where did you spend Tabaski last year?

## GRAMMAR

### ● Past Tense of Irregular Verbs

#### ► Examples:

Question: Did you go to Accra last year?  
(Étes-vous allé(e) à Accra l'an dernier?)

Answer: No, I did not go to Accra.  
(Non, je ne suis pas allé(e) à Accra.)  
I went to Niamey.  
(Je suis allé(e) à Niamey.)



#### ► Affirmative Examples:

She	woke up	
They	took	two books.
We	bought	the sheep.
I	ate	at home.

#### ► Interrogative Examples:

When	Did	you	go?	
What	did	they	see	it?
Where	did	you	cut	from the sheep?
Whose pen	did	you	buy	the sheep?
		the teacher	take?	

\* See the lists of past forms after the grammar presentation and in Appendix A.

## Short Answers

Question: Did you eat the tomatoes?

Answer: Yes, we did.

No, we didn't.

## Past Forms of Irregular Verbs

### Simple Form

to begin	(commencer)
to build	(construire)
to buy	(acheter)
to catch	(attraper)
to come	(venir)
to cut	(couper)
to drink	(boire)
to eat	(manger)
to fall	(tomber)
to forget	(oublier)
to get	(obtenir)
to get to	(arriver à)

### Past Form

began
built
bought
caught
came
cut
drank
ate
fell
forgot
got
got to

### Simple Form

to give	(donner)
to go	(aller)
to make	(faire)
to pay	(payer)
to see	(voir)
to send	(envoyer)
to sing	(chanter)
to take	(prendre)
to wake up	(se réveiller)
to wear	(s'habiller)
to write	(écrire)

### Past Form

gave
went
made
paid
saw
sent
sang
took
woke up
wore
wrote

## Exercise 2-15: Forming Questions with Wh-Words

Make a wh-question about the underlined expression.

### Examples:

- She brought a book.  
What did she bring?
- I ate at Ali's house.  
Where did you eat?

1. The teacher went to Niamey last week.
2. The students did their homework yesterday.
3. Ali's father bought a big sheep last Tabaski.
4. Moussa came to school late because he was sick.
5. The teacher saw Ali's brother.
6. We ate rice with a spoon.
7. The traders came to the market by bus last week.

### ► Negative Examples:

We	did not	go	to Accra.
The teacher	did not	take	the homework.
They	did not	eat.	

## Exercise 2-16: Writing Sentences with Irregular Verbs

For each item write an affirmative sentence and a negative one. Use only the past tense. Include a time expression in each item.

### Examples:

- a. break a glass  
*I broke a glass last week.*  
*I did not break a glass yesterday.*

b. drink some milk

*My brother drank some milk last Thursday.*

*He did not drink any milk yesterday.*

1. begin a new lesson
2. catch some animals
3. buy a kola nut
4. come to school
5. do the homework
6. forget my pen
7. write a letter
8. give some money to them
9. fall
10. cut some meat
11. get some food
12. make some sauce

### **Exercise 2-17: Practicing Past Forms Orally**

Learn the past forms of all the verbs in the list on page 33. Use the mini-dialogue to help you. Add the word *it* if necessary.

Question: Did you \_\_\_\_\_ (it)?  
(simple form)

Answer: Yes, I did. I \_\_\_\_\_ (it) yesterday.  
(past form)

#### Examples:

a. Question: Did you see it?

Answer: Yes, I did. I saw it yesterday.

b. Question: Did you go?

Answer: Yes, I did. I went yesterday.

### **Exercise 2-18: Translating French into English**

1. Demain, nous aurons l'examen d'anglais.
2. Les élèves doivent arriver à l'école à l'heure.
3. J'étais à la mosquée hier soir.
4. Où étiez-vous le mois dernier?
5. J'ai vu Fati avec son père hier dans l'après-midi.
6. Moussa ne s'est pas réveillé de bonne heure ce matin.
7. Est-ce que vous avez fait vos exercices d'anglais?
8. Où est-ce que vous avez célébré la Tabaski l'an dernier?
9. Il n'a pas plu hier soir.
10. Le voleur a pris mon poste de radio la semaine dernière.

## **WRITING**

### **● Your Favorite Holiday**

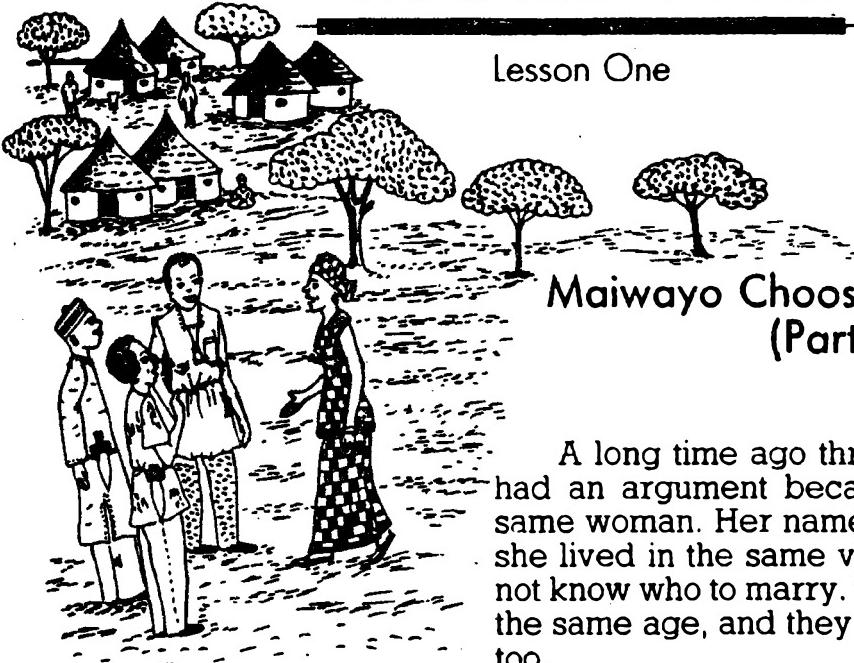
### **Exercise 2-19: Writing Sentences About Your Favorite Holiday**

Answer the questions in complete sentences.

1. Where do you like to go when you are on holiday?
2. Where did you go last year?
3. Were you happy to go there? Why?
4. What did you eat there?
5. Who did you visit?
6. Who visited you?
7. What did you give him or her?
8. What did he or she give you?
9. What did your parents give you?
10. What did you see there?
11. Do you want to go back to that village or city again? Why?

# CHAPTER THREE

## Lesson One



### Maiwayo Chooses a Husband (Part I)

A long time ago three men in a village had an argument because they loved the same woman. Her name was Maiwayo, and she lived in the same village. Maiwayo did not know who to marry. The three men were the same age, and they were all handsome, too.

One day, Maiwayo talked with an old woman.

**Maiwayo** : How can I choose a husband from these men?

**Old Woman** : That's easy. You want a courageous man.

**Maiwayo** : Okay. But how can I choose?

**Old Woman** : Ask all of them to go with you tonight on the path to Garin Rukuki.

That night, Maiwayo told the three men to go with her to Garin Rukuki. The path went through a dark forest with many dangerous animals. Halfway to the village, Maiwayo fell down and said she had a stomachache.

**Maiwayo** : Oh, my stomach! I need my medicine.

**First Man** : I can get it for you.

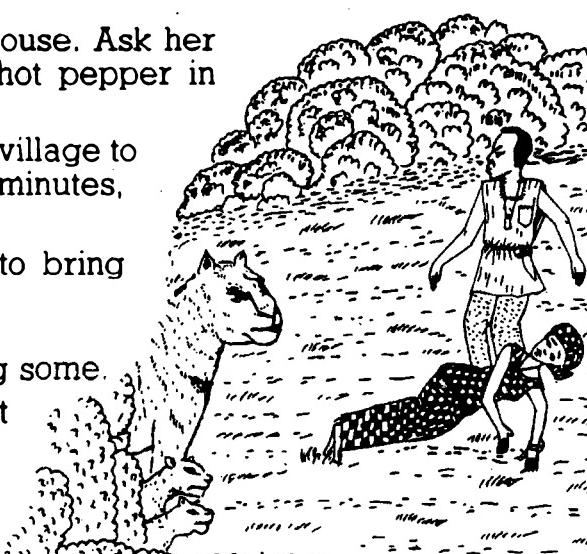
**Maiwayo** : Go to my mother's house. Ask her for the potash and hot pepper in her bag.

The first man returned to their village to get the medicine. After a few minutes, Maiwayo spoke.

**Maiwayo** : I forgot to ask him to bring some water.

**Second Man** : I will go back to the village and bring some.

The second man left. A short time later, Maiwayo and the third man heard a sound in the bushes. A lioness and her cubs appeared on the path.



## **Exercise 3-1: Answering Questions on the Text.**

Answer these questions with complete sentences.

1. Why did the three men have an argument? 2. What did Maiwayo not know?
3. Which man will Maiwayo choose? (which = quel) 4. Where was the path to Garin Rukuki?
5. Why did Maiwayo fall? 6. Why did the first man go back to the village?
7. Whose house did the first man go to? 8. What did the second man do?
9. What animals were on the path? 10. Was Maiwayo really sick?
11. Do you think Maiwayo and the third man wanted to run away? Why or why not?

## **FUNCTION**

### **● Talking About Your Past**

#### **Exercise 3-2: Completing a Paragraph About Yourself**

Complete and memorize the following paragraph about your past.

I was born in (village or town) in (year). In (year), I began primary school in (village or town). I was (age) years old. In primary school, I always liked to study (subject). My favorite teacher was (name) because (why). I finished primary school (number) years ago, when I was (age) years old. I began middle school in (year). In the first year of middle school, my favorite class was (subject) because (why). Now I am in the second year class.

## **GRAMMAR**

### **● Ago**

#### **► Examples:**

- a. Ibrahim lived in this house many years ago.  
*(Il y a de nombreuses années qu'Ibrahim a vécu dans cette maison.)*
- b. The traders returned home three days ago.  
*(Il y a trois jours que les commerçants sont rentrés.)*
- c. Question: When did you buy that shirt?  
Answer: Two months ago.

Rule: We always use the past tense with ago.

#### **Exercise 3-3: Asking and Answering Questions**

Student 1 asks a question and Student 2 answers truthfully.

Question: When did you

{	visit _____ ?
	buy _____ ?
	wake up?
	start to study English?
	meet _____ ?
	eat _____ ?
	go to _____ ?

Answer: I \_\_\_\_\_

(verb)

\_\_\_\_\_ (complement)

{ a / an  
two  
three  
four  
five }

{ second(s)  
minute(s)  
hour(s)  
day(s)  
week(s)  
month(s)  
year(s) }

### Example:

Student 1: When did you go to Tahoua?

Student 2: I went to Tahoua two months ago.

### **Exercise 3-4: Answering Questions with Ago**

Answer each question with ago in complete sentences.

### Example:

When did you wake up?

I woke up three hours ago.

1. When were you a primary school student? 2. When did you go to Niamey?
3. When did you see your brother? 4. When did your mother cook your breakfast?
5. When did the director of the school arrive? 6. When did you wash your face?
7. When did you get to school?

## ● Questions with How

### ► Examples:

a. Question: How did they go to Tahoua?

Answer: They went by bus.



b. Question: How did he write that letter?

Answer: He wrote it with a pen.

### **Exercise 3-5: Asking and Answering Questions with How**

Write a question with how for each sentence given. Then write an answer using the word in parentheses.

### Examples:

a. She will open the box. (knife)

How will she open the box? She will open the box with a knife.

b. She talked with her sister. (telephone)

How did she talk with her sister? She talked with her sister by telephone.

1. The marabout killed a sheep. (knife) 2. Maiwayo went into the forest. (foot)
3. He ate his dinner. (spoon) 4. He copied the lessons yesterday. (red pen)
5. The fisherman will cross the river. (boat) 6. The director showed the students he was happy. (smile) 7. The rich trader always goes to Kano. (airplane) (rich = riche)

## ● Adverbials of Purpose

### ► Examples:

- a. She went to the market **for** some onions.  
(*Elle est allée au marché chercher des oignons.*)
- b. She went to the market **to get** some onions.  
(*Elle est allée au marché chercher des oignons.*)

- c. He went to town
  - for { some stamps.  
some mangoes.  
a book.
  - to { get a book.  
see a friend.  
meet his brother.



Note: We can also say that he went to town **in order to** get a book.

### Exercise 3-6: Choosing For or To

Replace the (X) in each sentence with **for** or **to**.

#### Examples:

- a. He went to town (X) some money.  
He went to town **for** some money.
- b. He went to town (X) get some money.  
He went to town **to** get some money.

- 1. Manzo went to the hospital (X) see his friend.
- 2. Maiwayo did not really need medicine (X) her stomach.
- 3. The second man returned home (X) get some water.
- 4. Nana Hadiza went to the post office (X) some stamps.
- 5. Sabiou will come home early tomorrow (X) see his uncle.
- 6. We closed the door (X) go to bed.
- 7. Maiwayo invited the three men (X) see which one was courageous.

## Fun and Games

# CHAPTER THREE

## Lesson Two

### Maiwayo Chooses a Husband (Part II)



When Maiwayo and the third man saw the lioness, they were very frightened. She wanted to attack them. The man drew his long knife and prepared to fight. The lioness jumped and the man stabbed her in the neck. Blood poured from the lioness's neck, but she did not die. She was furious. The man stabbed her again and killed her. The two cubs were frightened and ran into the forest.

**Third Man** : I killed the lioness. Now you know that I am brave. You must marry me.

**Maiwayo** : No, first I want to see if the other men are brave, too.

Maiwayo lay down near the lioness's body. The third man put blood on Maiwayo's clothes. Then he arranged the lioness's body. It looked alive. The man hid in the bushes and waited.

The first man returned with the medicine. When he saw the lioness and Maiwayo with blood on her clothes he drew his knife and attacked the lioness. But he realized that the lioness was dead. He laughed and hid in the bushes.

Finally, the second man came back with the water. He saw the lioness and drew his knife. But he realized that the lioness was dead, and he started to laugh, too. Then Maiwayo spoke to the three men.

**Maiwayo** : You are all courageous. I cannot marry any of you. If I marry one of you, there will be a big argument. I do not like arguments. Go and look for other women to marry.



#### Exercise 3-7: Writing Questions for the Answers

Write a question for each answer.

##### Example:

They ran into the forest. → Where did the cubs go?

1. Because they saw the lioness.
2. He drew his long knife and prepared to fight.
3. In the neck.
4. "You must marry me."
5. She wanted to see if the two other men were courageous.
6. No, he did not, because the lioness was already dead. (first man)
7. Because he realized the lioness was dead. (second man)
8. No, she cannot.

## VOCABULARY

### ● That

#### ► Examples:

- a. He realized that the lioness was dead.  
(Il s'est rendu compte que la lionne était morte.)
- b. You know that I am courageous.

### ● Words Ending in -er

#### ► Examples:

- a. Mrs. Abdoulaye teaches English.  
She is an English teacher.
- b. Zakari and Mahamadou play basketball.  
They are basketball players.
- c. Mahamadou drives a truck.  
He is a truck driver.



#### Explanation

We can make a noun from many verbs by adding -er. The new word means a person who performs the action of the verb.

#### Exceptions

- a. Mariatou studies hard.  
She is a student.
- b. Mr. Abdoulaye cooks in a nice restaurant.  
He is a cook.

#### Exercise 3-8: Using Nouns with -er

Write a sentence about the person or people in each sentence. Use a noun with -er.

#### Examples:

- a. Amina loves to sing.  
She is a singer.
- b. Oumarou plays basketball.  
He is a basketball player.

1. Bako often swims.
2. Marah speaks Hausa.
3. Aïchatou drives a taxi.
4. Lions eat meat.
5. Kadi always rides a bicycle to work.
6. Ibrahim and Yacouba love to smoke.
7. Halima works hard every day.

## ● Adverbs of Manner

### ► Examples:

- a. They walked quickly to the mosque.  
(Ils ont marché rapidement vers la mosquée.)
- b. He answered furiously.  
(Il a répondu furieusement.)

### Explanation

1. Adverbs of manner answer the question **how**.

#### Examples:

- a. Question: How did they walk?  
Answer: Quickly.
- b. Question: How did he answer?  
Answer: Furiously.

2. Adverbs of manner follow the direct object and precede other complements.

#### Example:

The student read the book **carefully** before answering questions.

3. Adverbs are usually made by adding **-ly** to the adjective.

<b>a. Adjective</b>	<b>+ -ly = Adverb</b>
bad	+ -ly = badly (mal)
careful	+ -ly = carefully (soigneusement)
careless	+ -ly = carelessly (négligemment)
clear	+ -ly = clearly (clairement)
intelligent	+ -ly = intelligently (intelligemment)
nice	+ -ly = nicely (gentiment)
quick	+ -ly = quickly (rapidement)
sad	+ -ly = sadly (tristement)
serious	+ -ly = seriously (sérieusement)
slow	+ -ly = slowly (lentement)
stupid	+ -ly = stupidly (bêtement)

- b. If the adjective ends in **y**, change the **y** to **i** and add **-ly**.

busy	+ -ly =	busily	(activement)
easy	+ -ly =	easily	(facilement)
happy	+ -ly =	happily	(joyeusement)

### Exceptions

<b>Adjective</b>	<b>Adverb</b>
fast	fast
hard	hard
good	well

### **Exercise 3-9: Asking and Answering Questions**

Student 1 asks a question, and Student 2 answers truthfully.

Question:	Are you a	{ good bad careless careful }	{ student? player? writer? }
	Are you a	{ fast slow careless careful }	{ reader? worker? eater? driver? }
Answer:	Yes, I always (or usually)	_____	_____
	No, I never (or seldom*)	_____	_____

↑                           ↑  
(verb)                   (adverb)  
↓                           ↓

#### Examples:

- Student 1: Are you a **fast** eater?  
Student 2: Yes, I always eat **fast**.
- Student 1: Are you a **bad** writer?  
Student 2: No, I never write **badly**.

### **Exercise 3-10: Making sentences with Adverbs**

Change each adjective in parentheses to its adverb form.

#### Example:

The woman poured oil into the pot (**careful**).  
The woman poured oil **carefully** into the pot.

1. The director welcomed the visitors to the school (**nice**). 2. My father drives his car (**careful**). 3. The English teacher explains the grammar lesson to the students (**clear**). 4. Boubé always answers the teachers' questions (**intelligent**). 5. That boy did his math exercises (**bad**). 6. Sani passed his exam. He is singing (**happy**). 7. It is 12:00 noon. Mamane is going to the post office (**quick**). 8. My sister will do her homework (**good**). 9. Souleymane worked to pass his exam (**hard**). 10. Boukar walks to school (**fast**). 11. You are doing this exercise (**easy**). 12. Hadiza always does her work (**careful**).

### **Exercise 3-11: Choosing Adjectives or Adverbs**

Copy each sentence. Put the word in parentheses in the correct form, either adjective or adverb.

#### Examples:

- a. Those workers are **very** (**quick**).  
Those workers are **very quick**.
- b. Those men work (**quick**).  
Those men work **quickly**.

\* seldom = rarement

1. This old man is (poor). 2. Zeinabou walks (noisy). 3. The truck driver drives (careless). 4. Teachers like (intelligent) students. 5. Abdoukarim will eat this food (quick). 6. First year students sometimes speak English (slow). 7. My cousins crossed a very (dark) forest. 8. The player is going to kick the ball (quick). 9. The first man is a (courageous) person. 10. The problem was very (easy). 11. The director works (hard). 12. He attacked the lion (brave).

### **Exercise 3-12: Transforming Sentences with Adjectives**

Change each sentence following the examples.

#### Examples:

a. Alio is a good player.  
He plays well.

b. Fati is a happy worker.  
She works happily.

1. Mouniratou is a poor basketball player. 2. Saminou is a slow driver.  
3. Zakari is a careless student. 4. We are hard workers. 5. Souleymane is a happy farmer. 6. These students are nice singers. 7. That man is a careless worker. 8. The boy over there is a good English speaker. 9. I am a fast reader. 10. Amina is a clear writer. 11. Abdou is a happy dancer. 12. Moussa and Hadiza are intelligent thinkers.

### **Exercise 3-13: Writing Questions with How and Why**

Write a question for each answer given. Use *how* or *why* in your question.

#### Examples:

a. The girl closed the door with her foot.  
How did she close the door?

b. We work in order to get money.  
Why do we work?

1. They went to town on foot. 2. We are going to go to Ibadan by train. 3. He works hard to pass his exam. 4. Zakari is learning French in order to go to France. 5. The first man killed the lioness with a big knife. 6. We crossed the river in a canoe. 7. That old man is walking with a stick.

### **Exercise 3-14: Reviewing All Questions**

Write a *wh*-question for each answer given. Use *who*, *what*, *why*, *where*, *when*, *how*, *how often*, *how much* or *how many*. Use the same tense as the answers given.

#### Examples:

a. The man is making three chairs.  
How many chairs is he making?

b. Hamid sees his cousin three times a year.  
How often does Hamid see his cousin?

1. Maiwayo talked to the three men.
2. The first man got Maiwayo's medicine.
3. He used a big knife to kill the lioness.
4. The third man killed the lioness in order to marry Maiwayo.
5. Maiwayo fell down in the forest.
6. Maiwayo talked with the old woman before she met the three men.
7. Maiwayo chose to marry no one.

### Exercise 3-15: Translating French into English

1. Il y a une semaine qu'il a réussi son examen.
2. Mon père conduit sa voiture prudemment.
3. Ce commerçant est allé à Lomé pour chercher des ignames à vendre.
4. Le voleur a donné trois coups de couteau au policier.
5. Combien coûte cette radio ?
6. Quand viendras-tu me voir ?
7. Regarde ! Le joueur va donner un grand coup de pied dans la balle.
8. Il a épousé sa femme il y a trois ans.
9. L'homme a tué le serpent avec un gros bâton.
10. Le troisième homme a tué la lionne parce qu'il était courageux.

## WRITING

### ● Review of Sentence Types

Last year you studied three kinds of sentences:

#### Simple Sentences

The first man	killed	the lioness.
He	hid	in the bushes.

#### Compound Sentences

The second man	came.	but	he	did not see	anybody.
The third man	looked around,	and	he	saw	the others.

#### Complex Sentences

The cubs	did not stay	because	the lioness	was	dead.	
Maiwayo	fell	on the ground	when	they	went	into the forest.

or

Because	the three men	are	courageous,	she	will marry	no one.
If	Maiwayo	married	one,	the others	will be	angry.

! All English sentences must begin with a capital letter and end with a period.

### Exercise 3-16: Underlining of Sentence Parts

Copy each sentence. Underline the subject(s) once, the verb(s) twice, and the complement(s) three times.

Example:

If you help me with my homework, I'll buy you a Coke.

If you help me with my homework, I'll buy you a Coke.

1. When we were small, we played many games. (game = jeu)
2. The patients are waiting for the doctor, but he is late.
3. Moussa likes English, but he does not like math.
4. Some students laughed when they saw Ali fall down.
5. If we are not quiet, the teacher will not come into the classroom.
6. The director came in, and everybody stood up.
7. When the doctor comes, he will help Sani.

### Exercise 3-17: Writing a Dialogue for the Three Men

Maiwayo did not marry any of the three men. They were all very surprised. Write a dialogue to complete the story. What did the men say after Maiwayo refused all of them?



## Fun and Games

# CHAPTER FOUR

## Lesson One

### Kouré and Zomo (Part I)

One day, there was a big meeting of all the animals of the bush. They came in great numbers from all parts of the forest and formed a big circle. In the center of the circle were Lion the King, Elephant, Hippopotamus, and Rhinoceros.

Lion suddenly roared. All the animals became silent. The King waited for a few seconds and spoke:

Lion: Listen to me carefully. The trees and rivers in this forest are ours. Our ancestors lived and died here. But today, if we don't do something, it won't be possible to live in peace here. You all know that a famous hunter, Kouré, killed two of my sons last month. It's time to kill Kouré, and one of you has to do that.

Everybody wanted to do the job. How could Lion choose one animal from this undisciplined crowd? Finally, a skinny hare with long ears walked slowly towards the center. Some animals laughed when they saw Zomo the hare. Zomo moved his ears several times and looked courageously at the king.

Zomo: I can't kill Kouré, but I'm very clever, and I can play a trick on him, and he will never forget it.

Some of the animals laughed again.

Lion: Okay, Zomo, but if you don't succeed, I'll kill you. Now you can all return to your homes.

## Exercise 4-1: Answering Questions on the Text

Answer these questions with complete sentences.

1. Where did the animals hold their meeting? 2. How many animals came to the meeting? 3. Who was in the center of the big circle? 4. Was Kouré an animal? 5. Did Lion like him? Why? 6. What did Lion want one of the animals to do to Kouré? 7. Was it easy to choose only one animal to do the job? 8. Why did they laugh when they saw Zomo going towards the center? 9. Who did Lion finally choose to do the job? 10. Do you think Zomo can kill Kouré? Why or why not?

## GRAMMAR

### Possessive Pronouns

The book belongs to me.  
(Le livre m'appartient.)

It is mine.  
(Il est à moi. / C'est le mien.)

The books belong to me.  
(Les livres m'appartiennent.)

They are mine.  
(Ils sont à moi. / Ce sont les miens.)

#### ► Examples:

a. That book belongs to

me.	= It is mine.
you.	= It is yours.
Alio.	= It is his.
Fati.	= It is hers.
us.	= It is ours.
them.	= It is theirs.

b. Those books belong to

me.	= They are mine.
you.	= They are yours.
Alio.	= They are his.
Fati.	= They are hers.
us.	= They are ours.
them.	= They are theirs.



#### Explanation

Possessive pronouns (*mine*, *yours*, etc.) are invariable. They are the same in both the singular and the plural forms.

## Exercise 4-2: Using Possessive Pronouns

Replace the underlined words with the correct possessive pronoun.

#### Example:

Alio has got his book. Fati has got her book.  
Fati has got hers.

1. The teacher gives his sentence. The students give their sentences. 2. Fati took my ruler. I took her ruler. 3. They greet their English teacher. We greet our English teacher. 4. He showed me his new shirts. I showed him my new shirts. 5. Seyni did not do his exercise. Mari and Issa did not do their exercise.

6. Rabiou likes his country. John likes his country. 7. Ali's village is in the desert.  
Our village is near the river.

### Exercise 4-3: Asking and Answering Questions with Possessives

Point at objects in the classroom and practice questions and answers using possessives.

Question:	Is	{ this that }	{ my your Alio's Fati's our Alio and Fati's }	{ book? exercise book? desk? shirt? pen? ruler? etc.
Answer:		{ Yes, it is. It's No, it isn't. It isn't }	{ mine. yours. his. hers. ours. theirs.	

#### Example:

Student 1: *Is that your pen?*

Student 2: Yes, it is. It's *mine*. Or: No, it isn't. It isn't *mine*.

### Exercise 4-4: Choosing the Best Verb Tense

Copy the sentences below. Put the verb in parentheses in the best tense.

#### Example:

Zomo (play) a trick on the hunter last year.

Zomo *played* a trick on the hunter last year.

1. School (begin) at eight o'clock every day.
2. Fati (take) a trip to Bilma next month.
3. You (do) your exercises last night?
4. It (be) usually cool in December.
5. His mother (pound) millet at home now.
6. In 1974, many people (leave) the villages for the towns.
7. Mr. Yacouba (not, teach) here two years ago.
8. Where you (go) during the next vacation?
9. Who (clean) the blackboard every day?
10. Sometimes girls (not, help) their mothers at home.
11. Mali (be) in Africa.
12. How often you (go) to the cinema last month?

### ● Could

#### ► Affirmative Examples:

Our teacher I	could could	run swim	fast when he was young. when I was three years old.
------------------	----------------	-------------	--

Our teacher **could run** fast when he was young.

Notre professeur pouvait courir vite quand il était jeune.)

## ► Negative Example:

I could not eat when I was sick last year.

Contraction: could not = couldn't



## ► Interrogative Examples:

Question: Could you speak English two years ago?

Answer: Yes, I could. Or No, I couldn't.

Question: What could you do when you were a baby?

Answer: I could drink milk.

## Exercise 4-5: Writing Sentences with Could

Talk with three classmates. Then write a sentence about each one.

Example: When Inoussa was small, he could walk to town.

## Exercise 4-6: Changing a Paragraph to the Past Tense

Rewrite the paragraph putting all the verbs in the past tense. The first sentence is done for you.

On Saturdays, Alio does not go to school, but he always has a busy day. First, he visits the museum with his friends in the morning. Then they go to Alio's father's garden and pick some mangoes and bananas. They return home at 12 o'clock. Alio usually eats with his father. In the afternoon, he plays football at a football field near his house. In the evening he turns on the television and watches *The Saturday Evening Show*. (to turn on = allumer) He seldom goes to the cinema on Saturdays. He usually goes to bed when the TV program ends. Alio can never go to bed before midnight on Saturdays.

Example:

On Saturdays last year, Alio did not go to school, but he always had a busy day.

## Fun and Games

# CHAPTER FOUR

## Lesson Two

### Kouré and Zomo (Part II)

After the meeting with the animals, Zomo went to see his friend, Monkey.

**Zomo** : Can you see those trees over there? You have to climb up that one tomorrow afternoon.

**Monkey** : Which one? I see a lot of trees.

**Zomo** : That tall one, the coconut tree. I want you to be at the top of that tree because I'm going to bring Kouré under it tomorrow.

The next day, Kouré went hunting. He saw Zomo in his path. Zomo looked tired and hungry. Kouré smiled. He wanted big animals, not skinny ones, so he went on his way without a thought about Zomo.

**Zomo** : Please, don't leave me here. I'll show you a good place to hunt if you give me something to eat.

Kouré agreed and gave Zomo a carrot. They continued through the forest together. Some kilometers away, Zomo asked for another carrot. Kouré gave him one. They walked and walked. Kouré was worn out and very thirsty. Then Zomo sat down under a tall coconut tree. Kouré asked him:

**Kouré** : Is this the place?

**Zomo** : No, it isn't. I want to thank you for everything you have done for me. You are a very kind person. But I don't see any animals in this part of the forest. Perhaps up this tree...

Kouré looked up and saw Monkey holding a huge coconut. Kouré could not use his weapons because he was very tired. Monkey dropped the coconut, and it hit Kouré on the head. Kouré fell down. Monkey climbed down, and Zomo congratulated him. They took Kouré's weapons to show them to their King.

When Kouré woke up, it was very dark. When he got back to the village, he refused to tell anybody about Zomo's trick. But the villagers noticed that Kouré didn't go hunting the next day. In fact, he never went hunting again.

## Exercise 4-7: Answering Questions on the Text

Answer these questions with complete sentences.

1. Who did Zomo go to see after the meeting?
2. What sort of animals did Kouré want?
3. What did Zomo ask Kouré for?
4. Why was Kouré worn out?
5. Could Kouré find any animals in that part of the forest?
6. Who was up in the tall coconut tree?
7. What did Kouré do when the coconut hit him on the head?
8. When did he return home?
9. Do you think he went back to the forest again?
10. Do you think Lion was happy with Zomo? Why?
11. If you went hunting and you saw a small thin animal, would you kill it?

## GRAMMAR

### ● The Pronouns One and Ones

#### ► Examples:

- a. I have got a red pen and a blue one. (*J'ai un stylo rouge et un bleu.*)
- b. I have got a red pen and two blue ones. (*J'ai un stylo rouge et deux bleus.*)

## Exercise 4-8: Replacing Nouns With One or Ones

Copy each sentence. Replace the underlined noun with one or ones.

#### Example:

I have a blue pen and a red pen.  
I have a blue pen and a red one.

1. Ali bought a green book and two yellow books.
2. You have got a good grade in science and a bad grade in English.
3. This El Hadji has three cars: a red car and two white cars.
4. We can see big buildings and small buildings in the capital.
5. I can see two boys over there; the tall boy is Ali.
6. Our tables are all new. The director took the old tables last week.
7. A good student works hard; a bad student does not.

### ● Questions with Which and Which One

Questions:

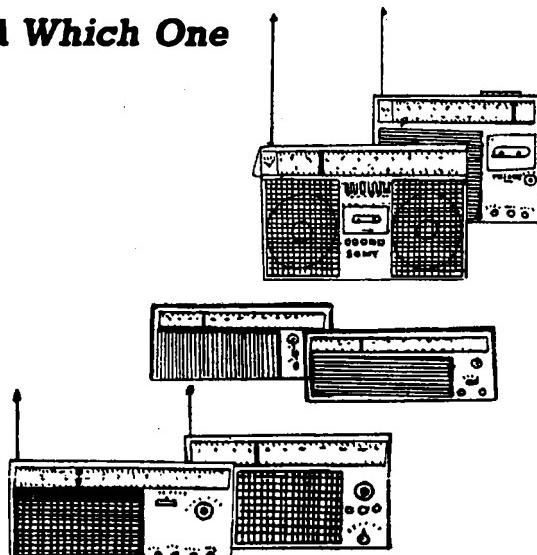
- a. **Which radio** do you want?  
(*Quelle radio désirez-vous ?*)
- b. **Which one** do you want?  
(*Lequel/laquelle désirez-vous ?*)

Answer: I want the larger **one**.

Questions:

- Which radios** have antennas?  
**Which ones** have antennas?

Answer: The big **ones** have antennas.



## **Exercise 4-9: Asking and Answering Questions with Which, Which One, or Which Ones**

Use the descriptions below to ask your classmates about the animals.  
Your classmates must answer.

Examples: a. are big

Which ones are big?

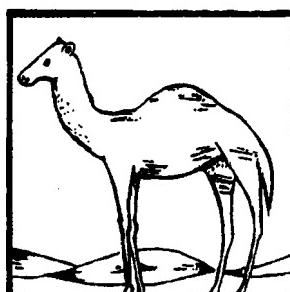
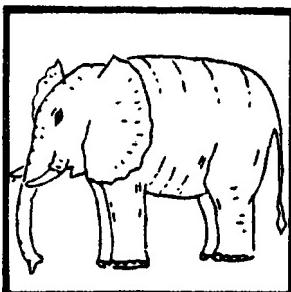
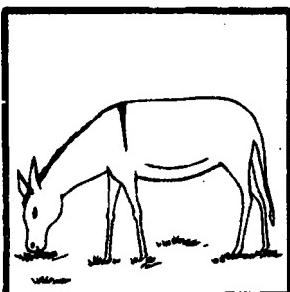
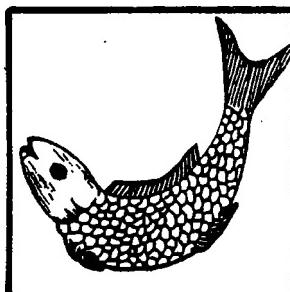
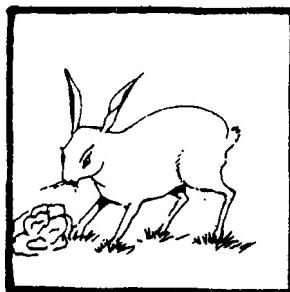
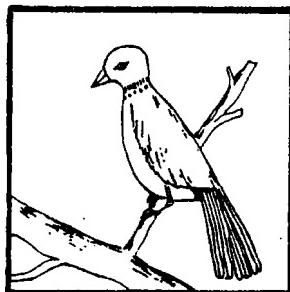
The elephant and the camel are big.

b. can fly

Which one can fly?

The bird can fly.

1. can run fast 2. drink a lot of water 3. is stupid 4. can swim 5. lives in the desert  
6. are clever 7. can you find in the Sahel 8. can you ride 9. is the king of the animals 10. live in the trees



## **Exercise 4-10: Practicing Wh-Questions**

Make a question for each answer given. Your questions must be in the same tense as the sentence.

Examples:

- a. In the forest. (The lion lived in the forest.)  
Where did the lion live?

- b. Tomorrow. (The hunters will return tomorrow.)  
When will the hunters return?

1. At the blackboard. (The teacher is standing at the blackboard.)
2. To see the doctor. (Ali went to the clinic to see the doctor last Tuesday.)
3. Television. (Moussa watched television last night.) (to watch = regarder)
4. 500 CFA. (This shirt costs 500 CFA.)
5. Twice a day. (The bus usually comes twice a day.)
6. Kouré's. (They took Kouré's weapons.)
7. Next week. (They will hold a meeting next week.)
8. In the forest. (I can see a coconut tree in the forest.)
9. A big knife (The marabout killed the sheep with a big knife.)
10. The green one. (She's got two books, but the green one is old.)
11. Five. (Ali's father will kill five sheep next Tabaski.)
12. Her English book. (She reads her English book every day.)

### Exercise 4-11: Translating French into English

1. J'ai vu de belles chaussures au marché.

2. Pouvais-tu parler anglais quand tu étais à l'école primaire ? Non.

3. J'ai apporté mes livres et Kadi a apporté les siens.

4. Nous aurons un nouveau professeur d'histoire la semaine prochaine.

5. Mamane et Idi arrivent toujours en retard le lundi matin.

6. Les patients attendront le docteur à l'hôpital.

7. Voici deux livres. Lequel désires-tu ? Le bleu, s'il te plaît.

8. Quand avez-vous vu le petit singe de Kader ? Mardi dernier.

9. John est retourné au Canada il y a deux ans.

10. Quand il fait chaud, nous ouvrons les fenêtres.

## WRITING

### Sentences

### Exercise 4-12: Punctuating Sentences

Copy these sentences. Use capital letters. Punctuate them.

#### Example:

when maman and I were small we played many games  
*When Maman and I were small, we played many games.*

1. if you do not put on a new shirt you cannot go to the dance

2. Alio was on time but Idi was late

3. because his father will buy him a new watch Rabiou is happy

4. when the bus stops the people will get off

5. Zomo was tired and hungry

6. the teacher will not be happy when he sees your work

7. because he has got a new bike Issa seldom comes to school

8. when Fati goes home she will do her exercises

### Compound Sentences with So, But and Because

#### Example:

a. Yesterday was Sunday, so we did not go to school.  
We did not go to school because yesterday was Sunday.

! The two sentences have similar meanings.

### **Exercise 4-13: Choosing But or So**

Complete each sentence with *but* or *so*.

Examples:

a. Yesterday was December 18 / we did not go to school.  
*Yesterday was December 18, so we did not go to school.*

b. Today is Monday / Alio is not at school.  
*Today is Monday, but Alio is not at school.*

1. Garba was sick / he went to see a doctor.
2. Tahoua is a big town / there are not many taxis.
3. Fati's headscarf is old / she will buy a new one.
4. Rabiou speaks English / he can talk with John.
5. We had English class yesterday / our teacher did not come.
6. It is cool in December / Idi never wears his coat.
7. Maria's school bag is too small / she leaves her books at school.

### **Exercise 4-14: Writing Sentences with So**

Read each sentence with *because*. Rewrite it with *so*. Do not forget the comma.

Example:

Kouré sat down under the tree because he was tired.

*Kouré was tired, so he sat down under the tree.*

1. They call him El Hadji because he went to Mecca.
2. The plants are dry because it did not rain.
3. The students made a lot of noise because the teacher was absent.
4. They did not come on time because their bus was late.
5. Ali is happy because he will see his friend.
6. Nasser has good grades because he studies hard.
7. The doctor ran to the hospital because there was a sick girl.

### **Exercise 4-15: Writing Sentences**

Review simple, compound, and complex sentences on page 44. Write sentences of different kinds about Zomo, Monkey and the other animals.

Example:

A complex sentence with *because* at the beginning.

*Because they walked and walked, Kouré and Zomo were worn out.*

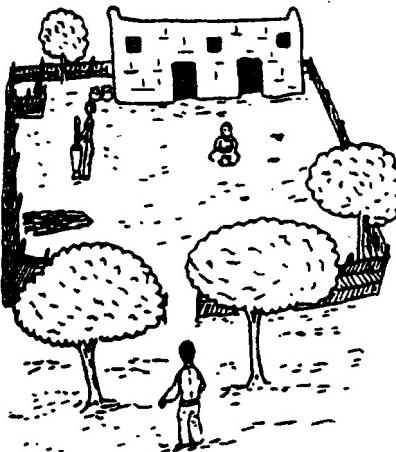
1. A simple sentence.
2. Another simple sentence.
3. A compound sentence with *but*.
4. A compound sentence with *and*.
5. A complex sentence with *when* in the middle.
6. A complex sentence with *when* at the beginning.
7. A complex sentence with *because* in the middle.
8. A complex sentence with *because* at the beginning.
9. A compound sentence with *so*.
10. One more sentence.

## **Fun and Games**

# CHAPTER FIVE

## Lesson One

### An Invitation



Bako lives in Aguié and his cousin, Sani, lives in Niamey. Sani wrote and invited Bako to spend the long vacation in Niamey. Bako really wanted to visit the capital. But first he had to ask his father for permission to go.

**Bako** : Father, Sani invited me to visit him.  
May I go to Niamey?

**Father** : We have a lot of work to do, but you may go, Bako.

**Bako** : May I take the bus?

**Father** : No, you may not. The bus is too expensive. You can go by bush taxi, and you'll stop in Galmi.

**Bako** : Good! I can buy onions in Galmi for Sani's family.

**Father** : Yes. Onions are very cheap there.

Bako was very excited about the trip. He wanted to begin to pack, but his suitcase was not big enough. He went to Hamadou's house to borrow a suitcase.

**Bako** : Could you lend me your suitcase? I'm going to Niamey.

**Hamadou** : Of course you can borrow it, but you'll have to bring me something from Niamey.

**Bako** : What would you like?

**Hamadou** : I'd like Kouakou. It's very exciting. Could you find it for me?

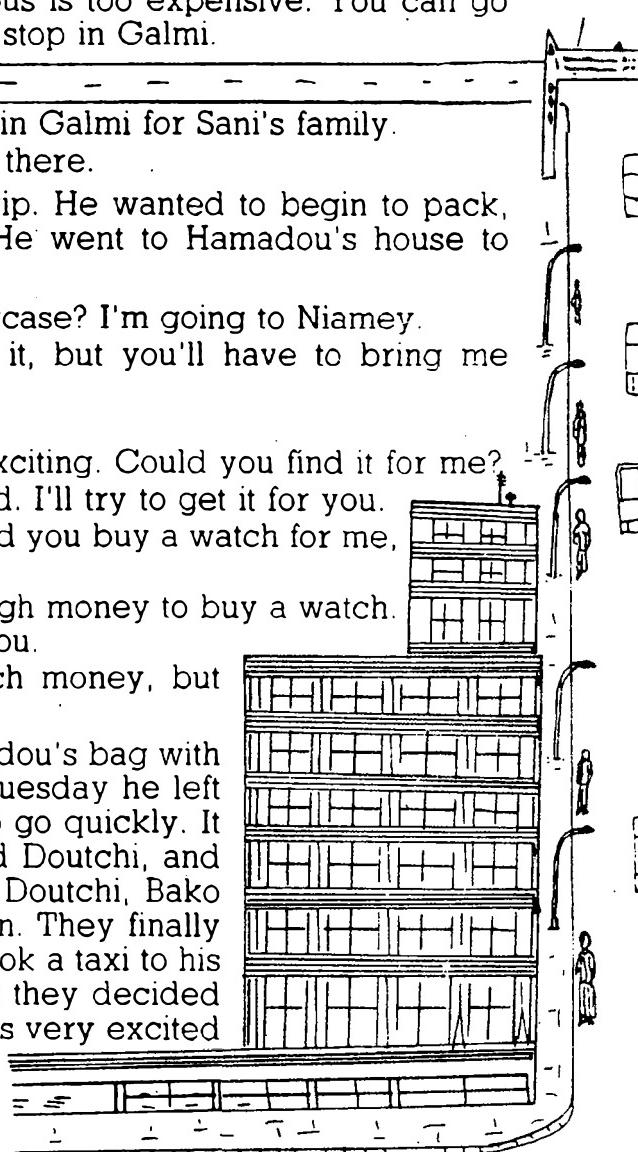
**Bako** : I'm sure it's very easy to find. I'll try to get it for you.

**Hamadou** : If it's not too expensive, could you buy a watch for me, too?

**Bako** : Hamadou! I don't have enough money to buy a watch. I'll find something else for you.

**Hamadou** : Okay. Don't spend too much money, but get me something nice.

Bako went home and packed Hamadou's bag with everything necessary for the trip. On Tuesday he left his village. The bush taxi was too old to go quickly. It broke down twice between Maradi and Doutchi, and once between Doutchi and Niamey. In Doutchi, Bako was hungry enough to eat a big chicken. They finally arrived in Niamey on Thursday. Bako took a taxi to his cousin's house. Bako was very tired, so they decided to look around town on Friday. Bako was very excited to be in the capital.



## **Exercise 5-1: Making Questions**

Ask questions for these answers.

1. The capital of Niger.
2. Because the taxi was cheaper than the bus.
3. In Galmi.
4. Hamadou's.
5. A watch.
6. On Tuesday.
7. Twice.
8. Between Maradi and Doutchi.

## **FUNCTION**

### **● Polite Questions**

#### **To Ask Permission**

##### **► Example:**

Question: **May I go to Niamey?**  
(*Puis-je aller à Niamey ?*)

Answer: Yes, you may.  
No, you may not.

## **Exercise 5-2: Asking Permission**

Ask for permission in each of the following situations.

##### **Examples:**

- a. You are late. You want to come into the classroom.  
*May I come into the classroom?*
- b. You and your brother want to go home.  
*May we go home?*

1. In class you want to talk to Salifou.
2. You and Ali want to go to a movie.
3. You and your sister want to visit your cousins.
4. You want to borrow Idrissa's pen.
5. You want to leave the classroom.
6. You and your brother want to ride your father's bicycle.
7. You want to read Amina's Calao.

#### **To Offer or to Invite**

##### **► Example:**

Question: **Would you like a Coca-Cola?**  
(*Voudrais-tu un Coca-Cola ?*)

Answer: Yes, please.  
No, thank you.



##### **Explanation**

*Would like* has the same meaning as *want*, but *would like* is more polite.

## **Exercise 5-3: Asking Questions with Would**

Write each question in a different way using would.

### Example:

Do you want a Coke?

Would you like a Coke?

1. Do you want to leave? 2. Do you want a spoon? 3. Do you want a suitcase?
4. Do you want to see the museum? 5. Do you want to go around town? 6. Do you want to have lunch at my house? 7. Do you want to see an exciting movie?

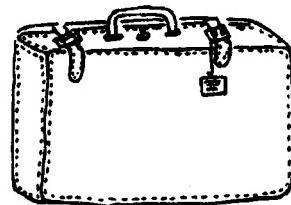
### To Ask a Favor

#### ► Example:

Question: Could you please lend me your suitcase?

(S'il te plaît, pourrais-tu me prêter ta valise?)

Answer: { Of course.  
Sure, no problem.  
Sorry, I can't. I need it.



## **Exercise 5-4: Asking Somebody to Do Something**

Write each sentence in a different way using could.

### Example:

Please move your bicycle.

Could you move your bicycle?

1. Please sit down. 2. Please give me some water. 3. Please open the window.
4. Please write carefully. 5. Please put this cup on the table. 6. Please see if Abouzeidi is in the next room. 7. Please clean the board.

## GRAMMAR

### ● Else

#### ► Examples:

- a. I do not want a book. I want something **else**.  
(Je ne veux pas de livre. Je veux quelque chose d'autre.)
- b. I did not talk with Hamadou. I talked with somebody **else**.
- c. I need to talk with Hamadou. I do not need to talk to anybody **else**.

#### Explanation

The word **else** can come after the words **somebody**, **anybody**, **something**, **anything**, **somewhere**, **anywhere**, **someone**, and **anyone**.

## **Exercise 5-5: Writing Sentences with Else**

Answer the following questions in the negative form using *anything*, *somewhere*, *anywhere*, *someone*, and *something*. Use *else* in each answer.

### Examples:

a. Did you go to the market yesterday?

No, I did not go to the market yesterday. I went somewhere else.

b. May I ask your brother for some money?

No, you may not ask my brother for some money. Ask somebody else.

1. Are you doing your homework now? 2. May I go to the president's house?

3. Do you live near the hospital? 4. Did you invite the director to your house?

5. May I drink a Fanta? 6. Will you spend the long vacation in your village?

7. Are you going to give your girlfriend a watch?

## **● Enough with Adjectives**



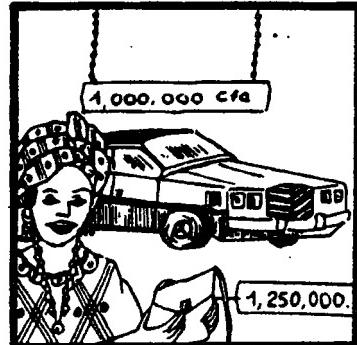
Ali is tall **enough** to make a basket.

(Ali est assez grand pour marquer un panier.)

= { Ali is tall.  
+  
He can make a basket.

Fatima is rich **enough** to buy a car.

= { Fatima is rich.  
+  
She can buy a car.



## **Exercise 5-6: Writing Sentences with Enough**

Write a sentence with *enough* according to the situation.

### Example:

Issaka is rich. He can buy a Mercedes.

Issaka is rich **enough** to buy a Mercedes.

1. Malam is small. He can sit under the table.
2. Zeinabou is intelligent. She can go to the university next year.
3. Bako is hungry. He could eat a big chicken.
4. Langa Langa is strong. He can pick a man up.
5. Barma is tired. He can go to sleep at eight o'clock.
6. Fati is intelligent. She could be a teacher.
7. Abdou Djibo is strong. He can ride 100 kilometers on his bicycle.

## ● Too with Adjectives

### ► Examples:

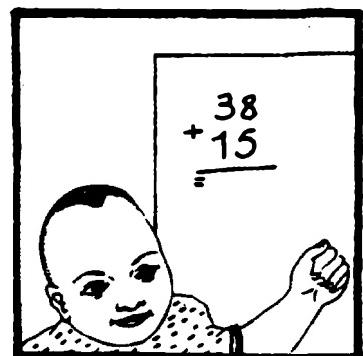


Ali is too weak to lift the weight.  
(Ali est trop faible pour soulever l'haltère.)

- { Ali is weak.  
+  
He cannot lift the weight.

The boy is too young to understand the problem.

= { The boy is young.  
+  
He cannot understand the problem.



### Exercise 5-7: Writing Sentences with Too

Answer the questions using *too*. Use the adjective given.

Example:

Grandfather is seventy-five. He cannot play football. Why not? (old)  
*Grandfather is too old to play football.*

1. Boubacar is very fat. He cannot run fast. Why not? (fat).    2. Zara is six years old. She cannot be in the second year of middle school. Why not? (young).    3. It is very hot outside. I cannot wear a coat. Why not? (hot).    4. Kaigama is one meter tall. He cannot touch the top of the blackboard. Why not? (short).    5. Mouscoura is ten. She cannot drive a truck. Why not? (young).    6. Amagar lives far away from the movie theater. He cannot walk there. Why not? (far).    7. Mainassara is busy with his math exercises. He cannot watch television. Why not? (busy)

### Exercise 5-8: Using Too and Very

Replace each (X) with *too* and *very*.

Examples:

a. That car is (X) expensive, but the rich man can buy it.  
*That car is very expensive, but the rich man can buy it.*

b. Nassirou is at home in bed. He is (X) sick to come to school.  
*He is too sick to come to school.*

## At the Dance

Sani and Halima are at a dance. The music is (X) good. The people are (X) happy. The dance began three hours ago. Sani is (X) tired to dance. He wants to go home. Halima is (X) tired also, but she is never (X) tired to dance.

## Washing in January

It's January. It is (X) cold in the morning. Mamadou is (X) cold. He does not want to wash because it is (X) cold. His mother is putting a pot of water on the fire for him. The water is (X) hot. Mamadou is (X) happy because the water is not (X) cold for him now.

## SPELLING

### **Exercise 5-9: Reviewing the Simple Past**

Write the past form of these verbs.

Example:

work → worked

1. carry
2. open
3. look
4. pack
5. travel
6. visit
7. fix
8. greet
9. decide
10. invite

### **Exercise 5-10: Reviewing the Simple Past**

Write the simple form of these verbs.

Example:

worked → work

1. danced
2. repeated
3. dropped
4. helped
5. tried
6. asked
7. wanted
8. dressed
9. borrowed
10. used

# CHAPTER FIVE

## Lesson Two



### At Sani's House

On Friday morning Bako was in Sani's room. Sani was not there. Bako's Aunt Halima came in.

**Halima** : Bako, how are you? Are you tired from your trip?

**Bako** : Yes, a little but I'm going to read until Sani gets home.

**Halima** : Don't you want to sleep?

**Bako** : Oh no, Aunt Halima! I want to see Niamey. People say that it's wonderful and exciting.

**Halima** : Can't you go tomorrow?

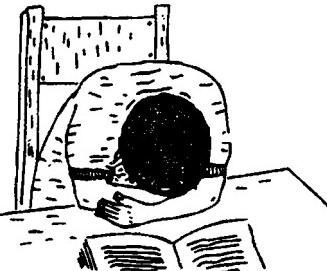
**Bako** : No! I'm fine. I want to go today.

**Halima** : Fine. Have a good time.

**Bako** : Sure, Aunt Halima. See you later.



But after Aunt Halima left the room, Bako fell asleep. He was asleep when Sani returned.



**Sani** : Hey, Bako! Didn't you get enough sleep last night?

**Bako** : I'm okay. Let's go see the town.

**Sani** : Okay, get ready.

**Bako** : Where's the bathroom? I want to wash.

**Sani** : It's behind this room, and there's a bucket by the faucet.

**Bako** : Thanks.

Bako finished washing very quickly because he did not want to waste too much time. He wanted to get into town right away. He went outside to look for Sani. Everything was moving: men, women, boys, girls, animals, and cars. He tried to find Sani, but he could not see him because there were too many people. Finally Bako saw him across the street. Bako ran into the street in front of a taxi. The taxi stopped quickly, and the driver yelled at Bako. He ran across to Sani. Sani was with his friend, Mamane.

**Bako** : There are too many cars in Niamey.

**Mamane** : That's why you have to be very careful.

**Bako** : Would you like to own a car?

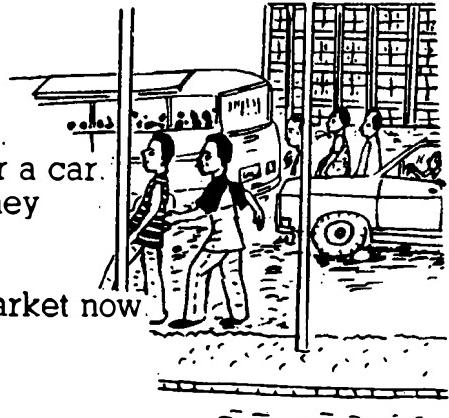
**Sani** : Sure, I would. But they're very expensive.

**Mamane** : You have to spend three million francs for a car.

**Bako** : Three million francs! That's too much money to spend for a car.

**Mamane** : Not if you're a rich man.

**Bako** : Well, I'm a poor boy. Let's walk to the market now.



## **Exercise 5-11: Answering Questions on the Text**

Answer these questions with complete sentences.

1. Who came in to see Bako? 2. Was Bako tired? 3. What do you think will be new for Bako in Niamey? 4. What is Bako going to do before he goes to town? 5. Could Bako find Sani easily? 6. Why did Bako not look before running into the street? 7. Who was angry with Bako? Why? 8. When must people be very careful? 9. What can you see in Niamey? 10. What can you show to visitors in your town or village?

## **GRAMMAR**

### **● Wh-Questions with Do, Does, and Did**

#### **A Review of Type I Wh-Questions**

On page 28, you studied wh-questions in the simple past tense with did.

##### **► Examples in the Simple Past:**

- a. Alio went somewhere.

Where did Alio go?

- b. Ibrahim constructed something.

What did Ibrahim construct?

#### **Explanation**

The examples above are Type I Wh-Questions in the simple past tense. We can also make Type I Wh-Questions in the simple present tense with do or does.

##### **► Examples in the Simple Present:**

- a. Mariama makes something every day.

What does she make?

- b. The students study at a special time every day.

When do they study?

What time do they study?

## Exercise 5-12: Practicing Type I Wh-Questions

Make a wh-question about the underlined words in each sentence.  
Use do, does, or did in every question.

### Examples:

a. Tahirou saw somebody's book on the table.  
Whose book did Tahirou see on the table?

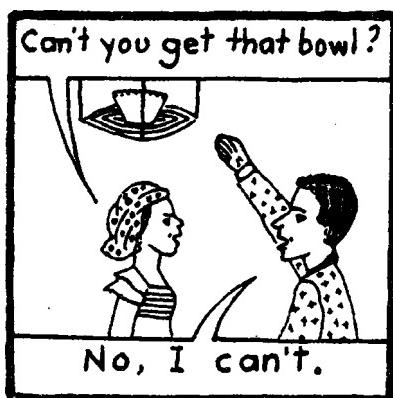
b. The girl works somewhere every day.  
Where does she work?

1. Mariatou ate something yesterday.
2. These children play outside every evening.
3. Djadi picked up somebody's blue pen in class this morning.
4. During the rainy season, children swim in the river.
5. Bako went to Niamey to visit his cousin.
6. I cook dinner on Wednesdays. (How often)
7. Sani gave Bako the interesting magazine.

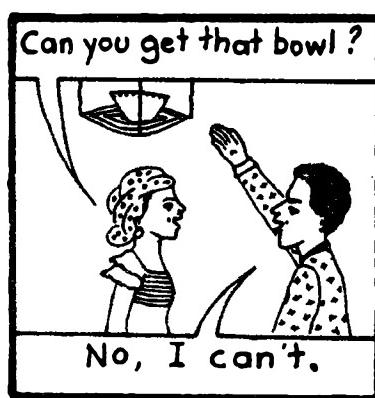
## ● Negative Questions and Their Answers

### ► Examples:

#### a. Negative Question



#### b. Affirmative Question



#### c. Negative Question



#### d. Affirmative Question



## **Explanation**

The answer to a negative question is the same as the answer to an affirmative one.

Question: Don't you like it?

Do you like it?

or

Answer: { Yes, I do.  
          { No, I don't.

{ Yes, I do.  
  { No, I don't.

### **Exercise 5-13: Making Negative Questions**

Change the question to a negative one. Do not change the answer.  
Use contractions.

#### Example:

Ali: Can you see the blackboard? → Can't you see the blackboard?  
Boucar: No, I can't. → No, I can't.

1. Are you listening to the teacher? Yes, I am.
2. Can we go home now? Yes, we can.
3. Will Moussa visit his girlfriend? No, he won't.
4. Do you like to sing? No, I don't.
5. Did Hadiza wear pants? No, she didn't.
6. Is the test difficult? Yes, it is.
7. Does he have to buy a geography book? Yes, he does.

### **Exercise 5-14: Answering Negative Questions**

Replace each (X) with an affirmative or negative short answer depending on the clues (*indices*).

#### Examples:

a. Ali: Don't you like math, Biba?  
Biba: (X). I'm not good at it.  
No, I don't. I'm not good at it.

b. Ali: Can't we go?  
Biba: (X). I'm ready to go.  
Yes, we can. I'm ready to go.

1. Ali: Won't you be in Niamey in June? Biba: (X). I have to help plant millet.
2. Ali: Can't I eat some rice? Biba: (X). I made lots of it.
3. Ali: Didn't Mamane go to school? Biba: (X). I saw him in the classroom.
4. Ali: Biba, don't you want to dance? Biba: (X). I don't like this music.
5. Ali: Aren't we going to play football? Biba: (X). It's raining.
6. Ali: Won't you visit your uncle? Biba: (X). I'll visit my brother in Nigeria.
7. Ali: Don't you eat lunch at the hotel? Biba: (X). I always eat lunch at home.

## **● Enough with Nouns**

### **► Examples:**

a. Fati has **enough** money to buy two mangoes.  
(*Fati a assez d'argent pour acheter deux mangues.*)

= { Fati has 100 francs.  
      +  
= { She can buy two mangoes.

b. She does **not** have **enough** money to buy a camel.



## Exercise 5-15: Making Negative Sentences

Make a sentence with *enough* according to the situation. Use the word in parentheses.

### Example:

It is a long exercise. I have ten minutes. (time)

I do not have enough time to do the exercise.

1. There are ten chairs. There are fifteen people. (chairs)
2. Abdoulaye has two postcards. He has four friends. (postcards)
3. Hadiza bought one meter of cloth. She wants a big *boubou*. (cloth)
4. The boys want to play football. School begins in ten minutes. (time)
5. Kalla has a small bag of soap. He wants to wash his clothes. (soap)
6. Billa wants to go to Ghana. He has 2,000 CFA. (money)
7. I would like to wash. There is one liter of water in the bucket. (water)

## ● Too Much / Too Many

### ► Examples:

He has **too much** work to go to the movies.

(Il a trop de travail à faire pour aller au cinéma.)



= { Amadou has a lot of homework.  
+  
He cannot go to the movies.



She has **too many** mangoes to carry.

= { Fati has a lot of mangoes  
+  
She cannot carry them.

## Exercise 5-16: Using Too Much or Too Many

Replace the (X) with too much or too many.

### Example:

I can't go. I have (X) homework.

I can't go. I have **too much** homework.

1. Ali feels sick. He ate (X) bananas.
2. Mamane can't sleep. He drank (X) tea.
3. The sauce isn't good. I put (X) salt in it.
4. There isn't a seat on the bus. There are (X) people.
5. The floor is wet. There was (X) water in the bucket.
6. I can't carry the basket. There are (X) mangoes in it.
7. This is a hard test. There are (X) exercises.

## Exercise 5-17: Writing Results

Read each sentence with *too*. Then write a second sentence and give the result. Use *cannot* in each sentence.

### Example:

I have too much homework.

I cannot visit my friend.

1. There are too many people in the taxi.
2. There is too much water in the bucket.
3. You put too many hot peppers in the sauce.
4. I spent too much money.
5. I have too many books.
6. There are too many cars on the road at half past twelve.
7. The market woman has too much food to sell.

## ••••• Fun and Games •••••



# CHAPTER FIVE

## Lesson Three



### Buying Presents



Bako had to go back home after four weeks with his cousin. Before he left, he went out with Sani to look for gifts for his family and friends. Because he did not have a lot of money, he and Sani looked very carefully for inexpensive gifts. Bako did not want to spend too much money. He left the house with three thousand francs. He thought he had enough money to buy something for everyone. The boys went to the museum first. There was a beautiful purse that Bako wanted to buy for his mother.

Bako said, "May I see that purse up there?" The man gave it to him. Bako said, "Thank you. How much does it cost?"

The man said, "It's not expensive. It's only 4,000 francs." Bako was surprised. He said, "4,000 francs? I can't buy that! It's too expensive for me." A tourist came in and looked at everything. She finally chose a big blanket for 10,000 francs.

Sani said, "Look, that's very expensive, but it's not too expensive for that woman."

"When I begin working," Bako said, "I'll be rich enough to buy what I want."

The boys went around town trying to find inexpensive gifts. Bako looked at everything. There were too many things for sale. He could not decide what to buy. He finally bought a comic book for Hamadou, a wallet for his father, sandals for his mother, and some postcards for his friends.



When they got home, he counted the postcards. He exclaimed, "Oh no! I forgot to buy a postcard for Hadiza. I don't have enough cards."

Sani asked, "Would you like to give her something special?"

Bako replied, "Yes, a postcard isn't special enough for her. I'm giving them to too many people. I need something wonderful."

Sani said, "Buy her a headscarf. It's not too expensive, and it's a very nice gift."

Bako said, "Good idea, Sani. She'll be very pleased to get a special present."

Sani said, "Now you've got enough presents for everyone."

### Exercise 5-18: Making Questions on the Text

Make questions for the answers.

1. Three thousand francs.
2. A beautiful purse.
3. Four thousand francs.
4. A big blanket.
5. To find inexpensive gifts.
6. A postcard for Hadiza.
7. A headscarf.

## GRAMMAR

### ● Type II Wh-Questions

#### ► Examples in the Simple Past:

a. Somebody ate Fati's mango.

Who ate it?

b. Something happened in Tahoua last week.

What happened (in Tahoua last week)?

#### ► Examples in the Simple Present:

a. Somebody makes lunch for the children.

Who makes lunch for them?

b. Something amuses the children.

What amuses them?

## **Explanation**

Type I Wh-Questions:

Nassirou took **something**  
(subject)

**What** did he take?  
(subject)

In type I Wh-Questions, the wh-word is **not** the subject of the sentence. We must use **do**, **does**, or **did**.

Type II Wh-Questions:

**Something** happens here every Sunday. (to happen, = **se passer**)  
(subject)

**What** happens here every Sunday?  
(subject)

In Type II wh-Questions, the wh-word is the subject or part of the subject of the sentence. We do not use **do**, **does**, or **did**.

### **Exercise 5-19: Practicing Type II Questions**

Make a wh-question about the underlined word in each sentence.

Example:

Somebody came here yesterday.

Who came here yesterday?

1. Something ran in front of us last night.
2. Somebody opens the doors every day at eight o'clock.
3. Somebody built the Kaaba thousands of years ago.
4. Somebody tells me to be careful every day.
5. Somebody bought presents for his friends.
6. Somebody's car killed three people outside the town.
7. Something pleased Bako on his visit to Niamey.

### **Exercise 5-20: Practicing Type I and Type II Questions**

In each item, do two things. First, decide if the sentence is Type I or Type II. Second, make a question about the underlined word.

Examples:

a. Mariama bought something yesterday.

Type I: What did she buy?

b. Somebody's book fell on the floor.

Type II: Whose book fell on the floor?

1. The police used something to catch the thief.
2. Somebody knocked at the door yesterday.
3. Somebody died in the Niger River last year.
4. Something broke on my motorcycle yesterday.
5. That child drinks something in my room every day.
6. He found somebody's headscarf in the road.
7. Zuladeini sometimes speaks Zarma in the English class.

## **Exercise 5-21: Expanding Sentences with Enough**

Make a sentence with *enough* for each item.

### Examples:

a. Garba is not tall.

*Garba is not tall enough to touch the fan.*

b. Halima is strong.

*Halima is strong enough to carry her brother.*

1. Ramatou is intelligent. 2. Haoua is not old. 3. Yahaya is hungry. 4. Oumarou is not thin. 5. Fati is thirsty. 6. The trader over there is rich. 7. This car is not big.

## **Exercise 5-22: Writing Sentences**

Write one sentence with *too* and one sentence with *enough* for each item. The two sentences should have the same meaning.

### Example:

old / young - run fast

*He is too old to run fast. He is not young enough to run fast.*

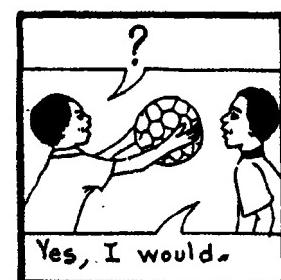
1. fat / thin - play football 2. short / tall - touch the fan 3. young / old - be in the university 4. sick / healthy - dance 5. weak / strong - pick up the desk  
 6. poor / rich - buy a bicycle 7. slow / fast - play basketball

## **Exercise 5-23: Reviewing Polite Questions**

Write a polite question for each situation.

### Example:

Question: *Would you like to play football?*



1.



2.



3.



4.



## **Exercise 5-24: Answering Questions**

Give a true answer to each question.

Example: Don't you live in Niamey?

No, I don't. I live in Dakar.

or

Yes, I do. I live near the market.

1. Don't you like macaroni?
2. Can't you speak Hausa?
3. Won't you be in the fourth year of middle school next year?
4. Didn't you go to the market yesterday?
5. Couldn't you swim when you were three years old?
6. Wasn't Bob Marley a good singer?
7. Didn't you plant a tree on August third?

### Exercise 5-25: Translating French into English

1. Cet enfant ne veut pas manger du riz. Il veut quelque chose d'autre.
2. Voudrais-tu me rendre visite pendant les grandes vacances ? 3. Je suis assez grand pour cueillir ces mangues.
4. Il y a trop d'eau dans la rue. Je ne peux pas traverser la rue.
5. Puis-je utiliser ta valise pour mon voyage ? 6. À qui est cette belle voiture bleue ? C'est la sienne.
7. Amina n'aime pas cette robe blanche. Elle préfère la jaune.

## WRITING

### An Invitation

#### Exercise 5-26: Writing a Letter of Invitation

Follow the steps below.

**Step One:** Read the letter that Yacouba wrote to his friend Moussa.

c/o Middle School  
Guidan-Roumdji  
June 14, 1991

Dear Moussa,

How are you? How was school this term? Would you like to visit me in Guidan-Roumdji next weekend? You can take a taxi from Birni' n'Konni. When you arrive, we can go and see the river. I will have a party in the evening.

I do not have any recent cassette music, so could you please bring some of your cassettes?

Sincerely,  
Yacouba

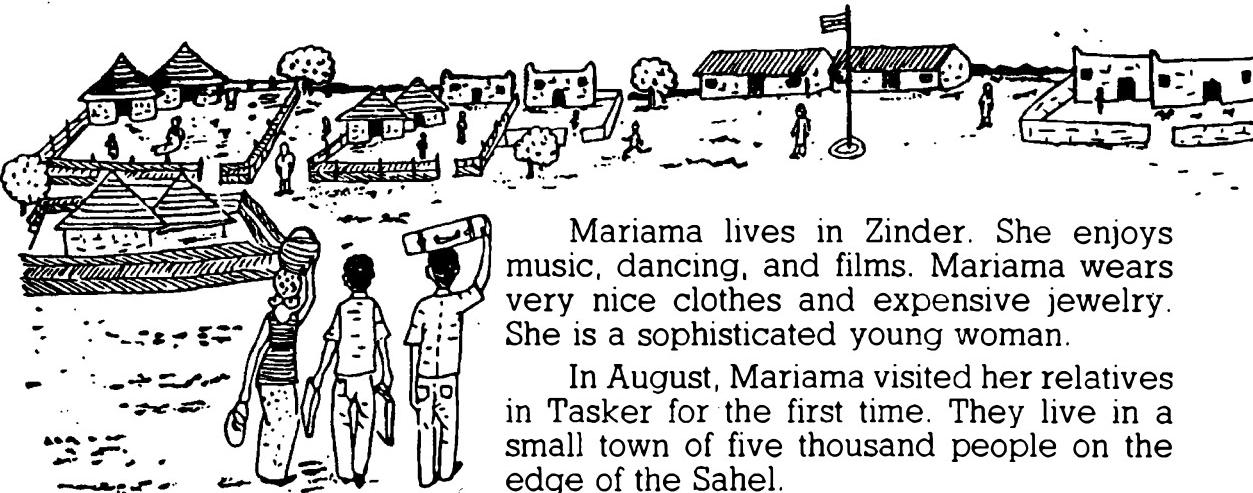
**Step Two:** Now use the letter above to help you write an invitation to a friend. Be sure to explain: where and when; how your friend can travel (travel = voyager); what you and your friend can do in your town or village; what your friend must bring.

## Fun and Games

# CHAPTER SIX

## Lesson One

### A Visit to Tasker



Mariama lives in Zinder. She enjoys music, dancing, and films. Mariama wears very nice clothes and expensive jewelry. She is a sophisticated young woman.

In August, Mariama visited her relatives in Tasker for the first time. They live in a small town of five thousand people on the edge of the Sahel.

Mariama made the long journey by bush taxi. The road to Tasker was sandy and bumpy. She saw many places along the way. They were very different from the sights of the city.

The bush taxi arrived at the bush taxi park before dark. Aunt Salmou and Uncle Abdou greeted her. Her cousins, Amina, Ibrahim, and Boubacar, were excited to finally meet their cousin from the city. They carried her five suitcases into the house.

The next day after lunch, Ibrahim and Boubacar invited Mariama to look around Tasker. They walked along the streets looking at the compounds, animals, and people. Ibrahim and Boubacar introduced Mariama to their friends. Mariama thought about everything she saw.

**Mariama** : Tasker isn't a big town, is it?

**Ibrahim** : No, it isn't. But the people are very friendly.

**Mariama** : There aren't many shops here, are there?

**Boubacar** : No, there aren't. But the market on Friday has a lot of things to buy.

**Mariama** : Not many trees grow here, do they?

**Ibrahim** : No, Tasker is on the edge of the desert. But every year the students plant lots of trees around the school.



It was beginning to get dark. Ibrahim, Boubacar, and Mariama decided to go home. When they got home it was very dark.

**Salmou** : Amina, find the lamp for Boubacar to light.

**Mariama** : Tasker doesn't have electricity, does it?

**Salmou** : No, it doesn't. Not yet.

**Mariama** : Villages and towns aren't like cities, are they?

### Exercise 6-1: Answering Questions on the Text

Answer these questions with complete sentences.

1. Where does Mariama live? 2. What does she enjoy? 3. What did Mariama do in August? 4. How did Mariama travel to Tasker? 5. Was the road a good one? 6. Did Mariama bring many clothes? 7. Who invited Mariama to look around the town? 8. What did they see? 9. Do you think Mariama likes Tasker? Why or why not? 10. Do you live in a city, town or village? 11. Do you like living there? Why or why not?

## GRAMMAR

### ● Direct and Indirect Objects with For and To

#### ► Examples with For:

- a. Ali is getting water **for** his horse.
- b. The men opened the door **for** the president.
- c. Mariama is making a shirt **for** her brother.



#### Explanation

We can use the preposition **for** with these verbs: **answer, build, buy, change (changer), close, do, find, get, make, and prescribe (prescribe)**.

#### ► Examples with To:

- a. Ali is giving water **to** his horse.
- b. We wrote a letter **to** our cousins.
- c. The students always say "good morning" **to** their teacher.



#### Explanation

We can use the preposition **to** with these verbs: **give, introduce, lend (prêter), offer (offrir), pay, read, say, sell, send, speak, take, teach, and write.**

He	got	water	for	the donkey
He	gave	water	to	the donkey

### ► Examples with To or For:

- a. He brought a chair { to for } his friend.
- b. The teacher explained the grammar { to for } the children.
- c. The students repeated the answer { to for } the teacher.

### Explanation

We can use the prepositions to or for with these verbs: bring, describe (décrire), explain (expliquer), and repeat (répéter).

### Exercise 6-2: Choosing To or For

Complete each sentence with the phrase *to his friend* or the phrase *for his friend*.

#### Examples :

- a. He is speaking Hausa...  
He is speaking Hausa *to his friend*.
  - b. He is getting a mango...  
He is getting a mango *for his friend*.
1. He gave a pen... 2. He will buy a shirt... 3. He introduced his cousin... 4. He is going to send a letter... 5. He is teaching Tamasheq... 6. He explained the problem... 7. He always says "hello"... 8. He found a knife... 9. He is getting some stamps... 10. He will take the children... 11. He read the story... 12. He changed the money...

### Exercise 6-3: Using Direct and Indirect Objects with To and For

Make sentences with these words. Use *to* or *for* in each sentence.

#### Examples :

- a. Alio / always / speak / French / → the director  
Alio always speaks French *to the director*.
  - b. Mariama / do / favor / → her friend / yesterday  
Mariama did a favor *for her friend* yesterday.
1. director / introduce / new science teacher / → students tomorrow 2. Alio / do / math exercise / → his brother / last night 3. Moussa / sell / old car / → that man / last month / 4. please repeat / that sentence / → me 5. doctor / prescribe / medicine / → sick woman / now 6. that teacher / never / change / grade / → students 7. I / not / write / letter / → parents / every week 8. Karami / build / new house / → his parents / if he becomes rich 9. Zeinabou / always / make / porridge / → her brother / when he is hungry

(porridge = bouillie) 10. my sister / get / this shirt / → me / in Lagos / last year 11. please open / window / → me 12. Mr. Mahamadou / want / find / good bicycle / → his son / now

### Exercise 6-4: Practicing Possessive Adjectives and Pronouns

Use the diagram below to practice possessives.

Question: Tell me what

{ I've  
we've  
you've  
they've  
he's  
she's  
Ali's }

got.

Answer:

{ \_\_\_\_ 've got  
\_\_\_\_ 's got }

{ my  
your  
his  
her  
our  
their }

books with

{ me.  
you.  
him.  
her.  
us.  
them. }

The books are

{ mine.  
yours.  
his.  
hers.  
ours.  
theirs. }

#### Example:

Student 1: Tell me what they have got.

Student 2: They've got their books with them. The books are theirs.

### ● Tag Questions After Negative Sentences

#### ► Examples:

a. There aren't many shops here, are there?

(Il n'y a pas beaucoup de boutiques ici, n'est-ce pas?)

{ No, there aren't.  
Yes, there are.

b. You didn't go to Kano, did you?

{ No, I didn't.  
Yes, I did.

c. They haven't got a car, have they?

{ No, they haven't.  
Yes, they have.

d. She **will** not (won't) take it, will she?

- { No, she won't.  
{ Yes, she will.

e. It **isn't** hot today, is it?

- { No, it isn't.  
{ Yes, it is.

### **Explanation**

You **did** not go, **did** you?  
↓                    ↓  
**same auxiliary**

**Rule:** After a negative sentence, use an affirmative tag question.

### **Exercise 6-5: Making Tag Questions After Negative Sentences**

Give the correct tag question and a true answer.

#### Examples:

a. You weren't in school last year.

*You weren't in school last year, were you?  
Yes, I was. or No, I wasn't.*

b. The teacher didn't bring his book this morning.

*The teacher didn't bring his book this morning, did he?  
Yes, he did. or No, he didn't.*

1. Today isn't Sunday. 2. Abdou doesn't wear dresses. 3. We aren't in the first year of middle school. 4. Your father won't buy you a new shirt for Tabaski. 5. You don't have a red pen. 6. You didn't go to Maradi for the vacation. 7. You don't come to school on Friday afternoon.

# CHAPTER SIX

## Lesson Two

### Market Day in Tasker



Friday is the big market day in Tasker. Many traders and craftsmen come from their small villages. They come on foot, donkeys, or camels. They bring all kinds of foods, cloth, animals, and handicrafts to sell.

Amina, Ibrahim and Boubacar always go to the market on Fridays. They spend a lot of time choosing what to buy and bargaining with the traders. This time Mariama went with them.

**Salmou** : Amina, could you please get six big mangoes for the family today?

**Amina** : Okay, I'll get them.

**Ibrahim** : We'll show everything in the market to Mariama. She'll like our market, won't she?

Mariama wanted to go to the market because she enjoyed shopping very much. She hoped to buy some pretty cloth for a new dress.

First they looked at the fruits and vegetables. Amina bargained with the traders.

**Amina** : How much are these mangoes?

**Trader** : It's 100 francs for a big one and 50 francs for a small one.

**Amina** : All right, give me five big mangoes, please. Could you give me a different one? This one is not ripe enough.

**Trader** : Here you are.

**Amina** : May I take this mango as a gift?

**Trader** : Yes, you may.

**Amina** : Thank you very much.

Amina also bought some squash, beans, onions, yams, and bananas. Ibrahim bargained for millet and meat. Boubacar looked at the sheep, goats, and camels.

Finally they found a trader with lots of cloth of different patterns and colors. Mariama was interested in all of it. She was happy with the prices.



**Mariama** : Cloth is cheap here in Tasker, isn't it?

**Amina** : I don't know. Maybe it is.

Mariama bought some nice cloth. She thought of pretty new dresses, skirts and blouses. Mariama liked Tasker very much now.

**Mariama** : Tasker is a wonderful town, isn't it?

### Exercise 6-6: Making Questions

Make questions for these answers.

1. Friday.
2. Many traders and craftsmen.
3. On foot, donkeys, or camels.
4. Amina, Ibrahim, and Boubacar.
5. Choosing what to buy and bargaining with traders.
6. Fruits and vegetables.
7. Millet and meat.
8. Sheep, goats and camels.
9. Prices.
10. Some nice cloth.

## GRAMMAR

### ● Tag Questions After Affirmative Sentences

#### Affirmative Sentences

##### ► Examples:

- a. He works hard.                         *doesn't he?*
- b. They buy mangoes.                      *don't they?*
- c. Mariama visited her cousins.        *didn't she?*

Rule : After an affirmative sentence, the tag question is negative.

### Exercise 6-7: Asking and Answering Tag Questions

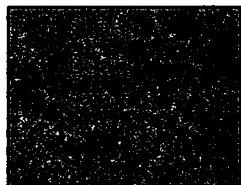
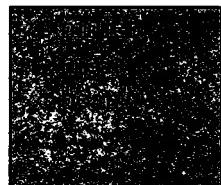
Look at the lists. Ask your classmates some questions like the examples. Use the verbs to buy, to bargain, to look at, and to like.

Amina

Ibrahim

Boubacar

Mariama



##### Examples:

- a. Student 1: Amina bought ten onions, didn't she?  
Student 2: Yes, she did.
- b. Student 1: Ibrahim bargained for rice, didn't he?  
Student 2: No, he didn't.

### Exercise 6-8: Making Tag Questions with Do, Does and Did

Give the correct tag questions.

##### Examples:

- a. Ibrahim and Mariama spend a lot of time in the market.  
*Ibrahim and Mariama spend a lot of time in the market, don't they?*
- b. They looked at fruits and vegetables.  
*They looked at fruits and vegetables, didn't they?*

1. Nassirou speaks English well. 2. I saw him yesterday. 3. We go to school at seven o'clock every day. 4. They bought some nice cloth yesterday. 5. Boubé learned his lessons last night. 6. You gave me a ruler last week. 7. Amina bargained with the trader.

## Sentences with Auxiliaries or To Be

### ► Examples:

- a. The cloth is cheap, isn't it?
- b. They have got a nice market, haven't they?
- c. You will buy a dress tomorrow, won't you?
- d. He was tired yesterday, wasn't he?
- e. We must go, mustn't we?
- f. I am late today, am I not? (aren't I?)
- g. Ali's brothers were here last week, weren't they?

### Explanation

If there is an auxiliary (*is, are, am, was, were, have, can, must, will*, etc.) in an affirmative sentence, the auxiliary is used in the tag question.

## Exercise 6-9: Making Tag Questions After Affirmative Sentences

Give the correct tag questions.

### Examples:

- a. Mariama was happy with the prices.  
*Mariama was happy with the prices, wasn't she?*
- b. Friday is the big market day in Tasker.  
*Friday is the big market day in Tasker, isn't it?*
- 1. Nigeria is south of Niger. 2. Abdou is bargaining for khaki cloth. 3. Ibrahim and Mariama are buying things in the market. 4. Mariama will go back home next week. 5. Students must be at school on time. 6. You are reading a book outside the classroom. 7. Two students were sick yesterday.

## Exercise 6-10: Making Tag Questions After Affirmative Sentences

Complete these sentences with the correct tag question.

### Examples:

- a. Oumarou is a second year student.  
*Oumarou is a second year student, isn't he?*
- b. We speak English.  
*We speak English, don't we?*
- 1. Moussa plays football well. 2. Chad is east of Niger. 3. They are studying French at home. 4. Ali and Abdou have got the same history teacher. 5. Hari will buy oranges next Tuesday. 6. We finished our homework. 7. Madou rode his bicycle to school.

## **Exercise 6-11: Making Tag Questions After Sentences**

Give the correct tag question and a true answer.

### Examples:

a. Your brother always goes to the market on foot.

*Your brother always goes to the market on foot, doesn't he?*

*Yes, he does. or No, he doesn't.*

b. You won't come to school tomorrow.

*You won't come to school tomorrow, will you?*

*No, I won't. or Yes, I will.*

1. Muslims do not eat pork. 2. Cigarettes are dangerous. 3. Your cousin enjoys drinking tea. 4. I am Boukar. 5. The President visited our school two years ago. 6. You like speaking English. 7. You danced a lot last night.

## **Exercise 6-12: Making Sentences for Tag Questions**

Make a lot of sentences for each tag question. Have a classmate answer your question correctly.

### Example:

don't you

Student 1: You speak English well, don't you?

Student 2: Yes, I do.

Student 1: You go home at ten o'clock, don't you?

Student 2: No, I don't. I go home at half past noon.

Student 1: You like to eat mangoes, don't you?

Student 2: Yes, I do. I love them.

1. haven't they? 2. didn't he? 3. do you? 4. are they? 5. does he? 6. is it?  
7. will you? 8. won't he? 9. wasn't I? 10. were you? 11. has he? 12. can he?

## **Exercise 6-13: Making Tag Questions and Answers**

Make a tag question with the words given. Have a classmate answer your question correctly.

### Example:

brothers

Student 1: You have got three brothers, haven't you?

Student 2: Yes, I have. or No, I haven't. I've got four.

1. good grades 2. bicycle 3. Kayes 4. live 5. speak 6. market 7. eat  
8. enjoy 9. tired 10. electricity

## **Exercise 6-14: Translating French into English**

1. Il a plu hier soir, n'est-ce pas? 2. Les bananes ne coûtent pas cher maintenant, n'est-ce pas? 3. Fati ne sera pas en retard ce soir, n'est-ce pas? 4. Il a une épouse, n'est-ce pas? 5. Tu viendras à l'école demain, n'est-ce pas? 6. Le professeur vient toujours à l'heure à l'école, n'est-ce pas? 7. Il y a trop de mouches sur la table du boucher. 8. Ali n'est pas assez fort pour jouer au football. 9. Voudriez-vous me donner un stylo? 10. Il y a trop de lait dans la bouillie des enfants.

## ● Sentences

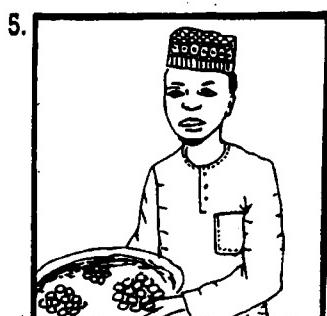
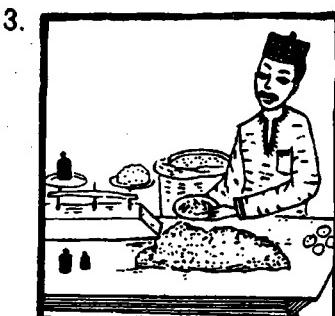
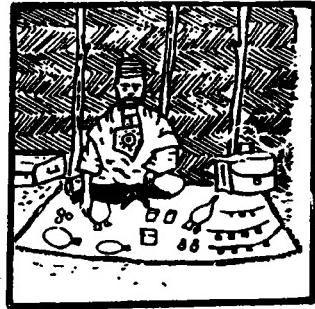
### Exercise 6-15: Writing Sentences About Pictures

Write a sentence about each trader or person in the pictures.

Example:



The trader is standing behind the table and selling fruits.

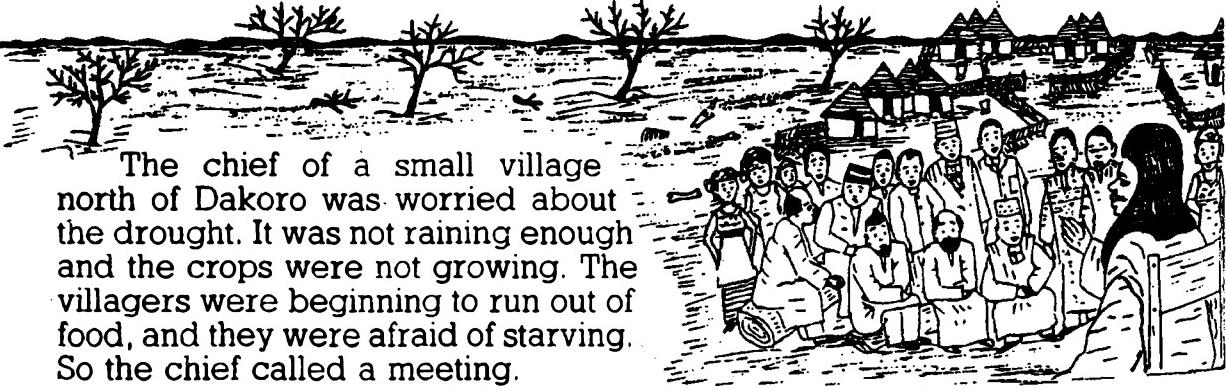


Fun and Games

# CHAPTER SEVEN

## Lesson One

### Not Enough to Eat



The chief of a small village north of Dakoro was worried about the drought. It was not raining enough and the crops were not growing. The villagers were beginning to run out of food, and they were afraid of starving. So the chief called a meeting.

The day of the meeting people came to the village from all over and sat around the chief. They were hoping to get some food or money because they had nothing to eat. The chief listened to their problems, but he did not know what to do about them. People kept on complaining, and some of them said they were going to leave the village. When the chief heard that, he decided to talk to the district officer.

The next day the chief went to the district office to speak with the district officer.

**Chief** : Sir, something horrible is happening in my village. Please help me, sir. Do something.

**District officer** : Calm down! Now sit down and tell me about the problem. I'm listening.

**Chief** : Well, sir, you know it isn't raining much in our village this year. I'm afraid this year's harvest may be very poor.

**District officer** : Yes, I know. What can we do, Chief?

**Chief** : I was thinking of asking for a lot of money, some trucks, and a few agricultural experts to help us in the fields.

**District officer** : We don't have any money to give you, and we can't afford trucks or experts. The people of your village will have to find a solution.

**Chief** : Oh, no! Please, sir, you must help us or we'll all starve.

**District officer** : All right, all right. For now, I'll see if I can arrange some emergency food aid for your village, but this is a good lesson for you. Last January when you were relaxing in the village, people in other villages were working in off-season gardens. They are not starving now. You must begin off-season gardening in your village. Everybody can participate. They'll be healthy if they eat a lot of vegetables, and they'll have enough money too.

## Exercise 7-1: Answering Questions on the Text

Answer these questions in complete sentences.

1. Why did the chief call a meeting?
2. Why were some people going to leave the village?
3. What was happening in the village?
4. What did the chief ask for?
5. Is this story about Dakoro?
6. Do you think the chief will start an off-season garden next year? Why or why not?
7. Have you got an off-season garden? When do you work in it? What did you plant this year?
8. Why is off-season gardening a good idea?

## GRAMMAR

### ● The Past Progressive Tense

#### ► Example:

The children **were eating** at 1:07 p.m. yesterday.  
(Les enfants étaient en train de manger à treize heures sept hier.)



#### Explanation

The children started eating at one o'clock. At seven minutes past one, they were in the **middle of the action**. They finished eating at a quarter past one.

1:00 → 1:15

#### ► Affirmative Examples of the Past Progressive:

Subject	Past Tense	Present Participle	(+ Complement)
a. Abdou	was	eating	at seven past one.
b. They	were	eating	lunch at 1:07

#### ► Negative Examples:

- a. Abdou **was not playing** at seven minutes past one.
- b. The children **were not swimming** at 1:07.

#### ► Interrogative Examples:

- a. **Were the children playing** at 1:07?
- b. **What were they doing?**

#### Explanation

We use the past progressive to indicate an action in progress at a particular point in the past.

## ► More Examples:

- a. Boubacar **was** sleeping when his father came home.
  - b. The boys **were** not **working** yesterday afternoon.
  - c. What **was** Abdou **doing** at half past three?

Remember, there are some verbs we do not usually use in the progressive tenses. For example: have, like, need, want, etc. See page 17.

## **Exercise 7-2: Putting Verbs in the Past Progressive Tense**

Copy each sentence. Put the verbs in the past progressive tense.

### Example.

**Abdou (eat) when his friend came.**

**Abdou was eating when his friend came.**

1. Zara (**leave**) when her mother called her. 2. Bouba and Moussa (**fight**) yesterday. 3. Ibrahim (**eat**) when his friend came to visit him. 4. We (**watch**) the game on television yesterday at eight o'clock. 5. Mother (**pound**) millet when the baby began to cry. 6. You (**sleep**) when I passed by your house this morning. 7. I (**play**) football before I came to school.

### **Exercise 7-3: Asking and Answering Yes / No Questions**

**Student 1 asks a question and Student 2 answers it.**

Question: Were you { studying  
                  playing football  
                  reading                         at \_\_\_\_\_ o'clock yesterday?  
                  sleeping  
                  watching TV  
                  etc.

### **Example:**

**Student 1:** Were you sleeping at nine o'clock yesterday?

**Student 2:** No, I wasn't. I was reading at nine o'clock yesterday.

#### Exercise 7-4: Asking What Were You Doing?

**Ask your classmates some questions.**

Question: What were you doing

at \_\_\_\_\_ o'clock yesterday?  
an hour ago?  
\_\_\_\_\_ hours ago ?

**Answer:** I was

{ at \_\_\_\_\_ o'clock yesterday.  
an hour ago.  
\_\_\_\_\_ hours ago.

### **Example:**

**Student 1:** What were you doing at eleven o'clock yesterday?

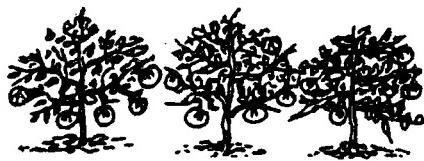
**Student 2: I was sitting in geography class.**

# CHAPTER SEVEN

## Lesson Two



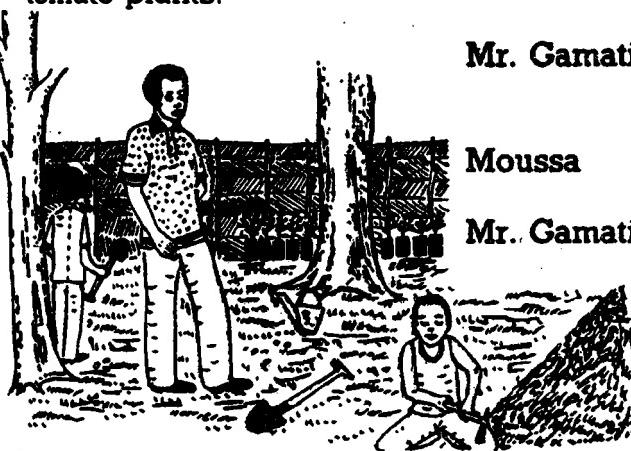
### The School Garden



In the cold, dry month of January, the village chief organized a community off-season garden. Everybody participated; there were enough seeds for the whole village. The middle school had its own garden. First, the students gathered all the necessary tools: buckets, hoes, shovels, and rakes. They had to bring a lot of manure, too. Manure smells bad, but it is good for the soil.

Next the students made seed beds. They planted vegetable seeds in a small plot and watered it well every day. Mr. Gamatié, a science teacher, said they were going to keep all the plants together until they were big enough to transplant.

While they were waiting for the seeds to grow, the students prepared the rest of the garden. There was a lot of work to do: digging their plots with hoes, mixing manure with the soil, and watering it. After three weeks the tomato plants were big enough to transplant. So, one Thursday morning, Mr. Gamatié took his second year class to transplant some tomato plants.



**Mr. Gamatié :** All right, let's go to work. Moussa, go to the office and bring the tools.

**Moussa :** They're already in the garden.

**Mr. Gamatié :** No, leave those tools alone. They don't belong to our class. We have to get our own tools. The rest of you, go and get some water. I'll get the tomato plants from the seed bed.

(five minutes later)

**Mr. Gamatié :** Hassane, hand me that shovel, will you? Now watch carefully. Dig a small hole, and put the roots of the plant into it. Be careful not to break the roots. Now, cover the roots with soil.

**Hassane :** Like this sir? It isn't too deep, is it?

**Mr. Gamatié :** No, the hole isn't too deep, but you're putting the plants too close together. Each tomato plant must be about sixty centimeters apart.

**Idi :** Look, Mr. Gamatié... a boy from the third year class,

**Mr. Gamatié :** Moussa! Get over here, now! What are you fighting about?

- Moussa** : That boy was trying to steal our plants, sir. I taught him a lesson he won't forget.
- Mr. Gamatié** : These plants are not ours, Moussa. They are for anybody who wants to plant them. But if you don't work, you can't have any of the tomatoes.

### Exercise 7-5: Answering Questions on the Text

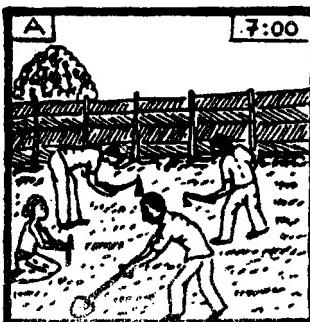
Answer these questions in complete sentences.

1. When is the off-season?
2. Who is Mr. Gamatié?
3. What tools did the students bring?
4. Where did the students plant the seeds?
5. Which tool do you use to plant tomato plants?
6. Who was Moussa fighting with?
7. Was Mr. Gamatié angry?

## GRAMMAR

### ● When and While

#### ► Examples:



- a. Everyone started working **when** Mr. Gamatié arrived.



- b. Salété's shovel broke **while** he was transplanting tomato plants. (*La pelle de Salété s'est cassée pendant qu'il transplantait des plants de tomates.*)



- c. While the students were working in the garden, the director visited them.



- d. When the bell rang at quarter past twelve, the students went home.

#### Explanation

In example a, the arrival of Mr. Gamatié is a short action so we use **when**. In example b, the action of transplanting the tomato plants is a progressive action so we use **while**.

### **Exercise 7-6: Choosing When or While**

Replace the (X) with when or while.

#### **Examples:**

- a. The students went home (X) the bell rang at quarter past twelve.  
*The students went home when the bell rang at quarter past twelve.*
- b. Hamidou cut his hand (X) he was working.  
*Hamidou cut his hand while he was working.*

1. It was hot (X) we went outside. 2. I was walking to school (X) it started raining.
3. Zara fell and hurt her leg (X) she was playing basketball. 4. We were driving toward Kayes (X) the car broke down.
5. Abdou was reading a book (X) the other boys were playing football.
6. The chief listened carefully (X) the villagers were explaining their problems.
7. Djibril came into the room (X) the girls were talking about his brother.

### **Exercise 7-7: Choosing the Simple Past or the Past Progressive**

Copy each sentence. Put the verbs in parentheses in the simple past or the past progressive.

#### **Example:**

It (not, rain) when I (leave) my house.

*It was not raining when I left my house.*

1. She (weed) the garden when her mother (call) her for dinner.
2. We (stand up) when the teacher (come) into the classroom.
3. Daouda and Boubacar (fight), but the teacher (tell) them to stop.
4. His father (die) last summer.
5. The police (stop) my uncle while he (travel) in Nigeria.
6. Bob (go) to Jamaica during his vacation.
7. The taxi (go) very fast when the traffic light (turn) red.

## **● During**

#### **► Examples:**

- a. We do not work in the fields **during** the dry season.  
*(Nous ne travaillons pas aux champs pendant la saison sèche.)*
- b. During the school year, she lived in Maradi.
- c. The children were talking **during** the film.

#### **Explanation**

We use **during** before noun phrases like the **dry season**, the **vacation**, the **basketball game**, and the **month of February**.

### **Exercise 7-8: Using During**

Make one sentence from each group of words. Use **during**.

#### **Examples:**

- a. Bouba / hurt his leg / the football game  
*Bouba hurt his leg **during** the football game.*

- b. cold in the Sahel / month of December  
*During the month of December, it is cold in the Sahel.*

1. Muslims / fast / Ramadan (to fast = jeûner) 2. his brother / sleep / film  
3. Bouba / go outside three times / first hour 4. winter vacation / children / help / mother at home 5. people in the village / work in the fields / rainy season 6. siesta / many people / rest 7. he / get sick / cold season

## ● During vs. While

### ► Examples:

- a. Bouba hurt his leg      { during the football game.  
                                  while he was playing football.
- b. The student listened carefully      { during the lesson.  
                                  while the teacher was talking.

### Exercise 7-9: Choosing While or During

Replace each (X) with while or during.

#### Examples:

- a. The men worked (X) the day.  
*The men worked during the day.*
- b. The women arrived (X) the man was working.  
*The women arrived while the man was working.*

1. We worked hard (X) the vacation. 2. Abdou read two books (X) he was sitting in the library. 3. Fati felt tired (X) she was taking the exam. 4. What will you do (X) the long vacation? 5. The players drank a lot of water (X) the football game. 6. A thief stole Bob's motorcycle (X) he was in the bank. 7. We learn a lot of African history (X) the second year of middle school.

### Exercise 7-10: Translating French into English

1. Beaucoup de gens sont malades pendant la saison chaude. 2. Nous étions en train de travailler dans le jardin lorsque le directeur est arrivé. 3. Madame Abdoulaye faisait des achats quand le voleur est entré dans la maison. 4. Les femmes travaillaient pendant que les hommes buvaient du thé. 5. Il y a eu un accident devant l'école ce matin. 6. Nous étions assis devant le bâtiment lorsque les hommes sont sortis. 7. Il n'a pas plu pendant le mois d'avril. 8. Ne parlez pas pendant l'examen ! 9. Passez-moi la pelle. 10. Il faut arroser les jeunes plants matin et soir.

## ● Complex Sentences with When or While

### ► Examples:

- a. Everyone was dancing **when** Halimatou arrived at the party.  
 ↑  
 no comma
- b. **When** Halimatou arrived at the party, everyone was dancing.  
 ↑  
 comma
- c. Halimatou arrived at the party **while** everyone was dancing.  
 ↑  
 no comma
- d. **While** everyone was dancing, Halimatou arrived at the party.  
 ↑  
 comma

(Examples a, b, c, and d have the same meaning.)

### Explanation

There is a comma if *when* or *while* is at the beginning of the sentence.

### Exercise 7-11: Writing Sentences with When and While

In each item, write four sentences:

- a. one with *when* in the middle of the sentence ;
- b. one with *when* at the beginning of the sentence ;
- c. one with *while* in the middle of the sentence ;
- d. one with *while* at the beginning of the sentence.

- 1) Pay attention to punctuation.
- 2) Use a capital letter at the beginning of each sentence.
- 3) Replace the noun with a pronoun in the second part of the sentence.

### Example:

the man fell / the man was riding a motorcycle

- a. *The man was riding a motorcycle when he fell.*
- b. *When the man fell, he was riding a motorcycle.*
- c. *The man fell while he was riding a motorcycle.*
- d. *While the man was riding a motorcycle, he fell.*

- 1. Garba found the knife / Garba was weeding the garden
- 2. El Hadji was returning from Mecca / El Hadji bought that gift for his wife
- 3. I was doing my homework / my brother came home

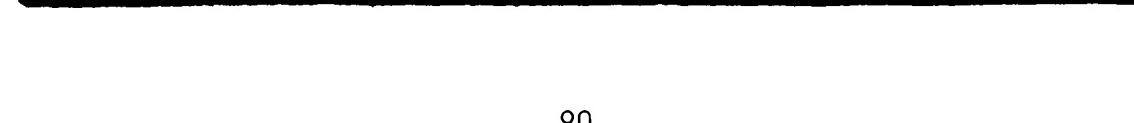
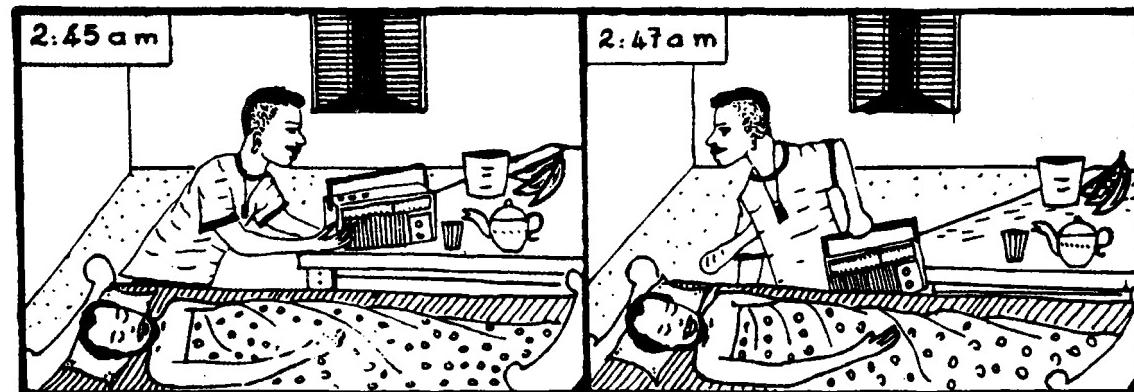
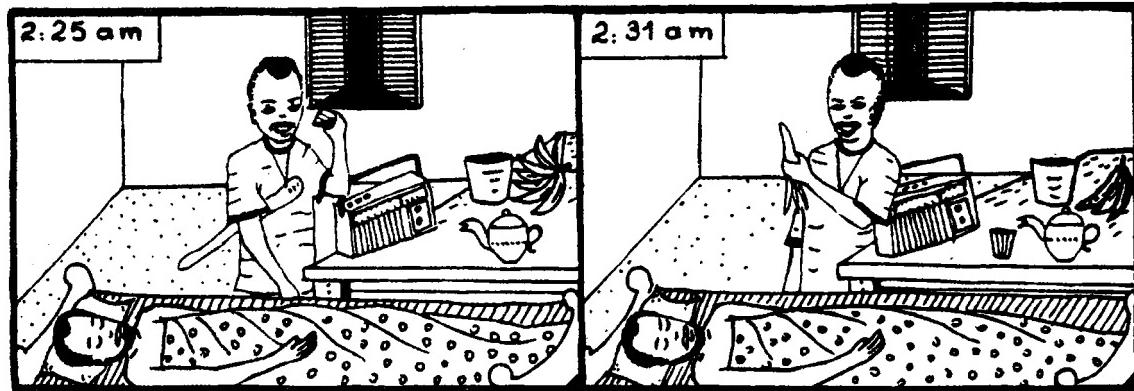
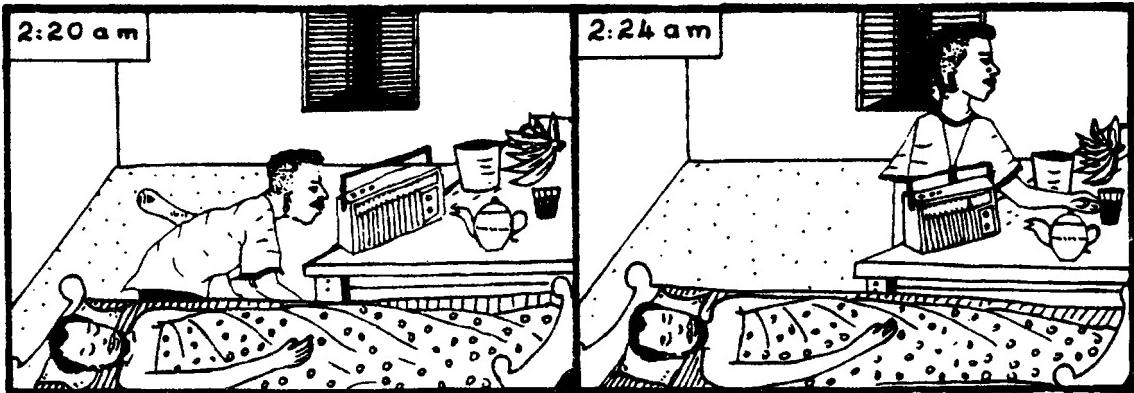
## **Exercise 7-12: Writing Sentences About the Thief**

After discussing the pictures, write two sentences for each one. The first sentence must use *when*. The second sentence must use *while*. Pay attention to capital letters and punctuation. Use the simple past and the past progressive tenses only.

**Note:** You may use *when* and *while* at the beginning or in the middle of the sentence.

Example for the first picture:

The man was sleeping when a thief entered his house.  
While the man was sleeping, a thief entered his house.

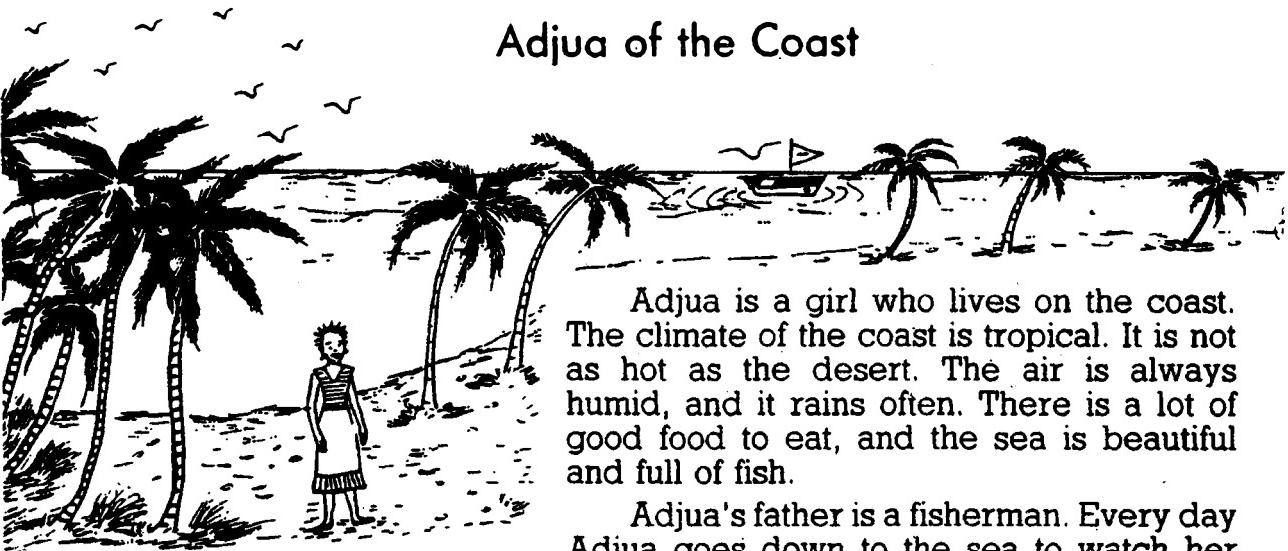


# Fun and Games

# CHAPTER EIGHT

## Lesson One

### Adjua of the Coast



Adjua is a girl who lives on the coast. The climate of the coast is tropical. It is not as hot as the desert. The air is always humid, and it rains often. There is a lot of good food to eat, and the sea is beautiful and full of fish.

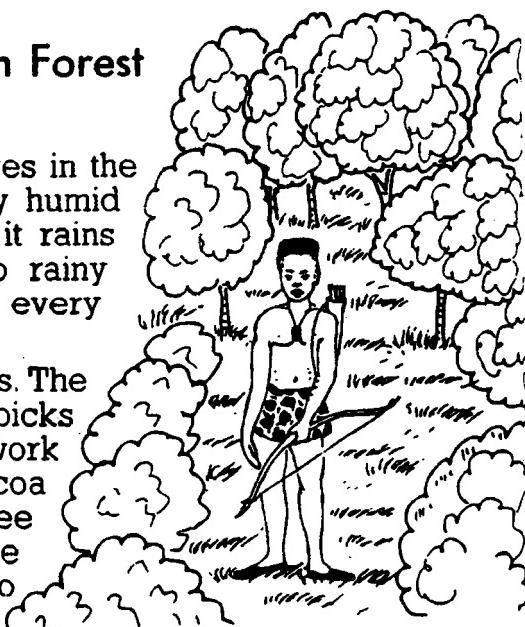
Adjua's father is a fisherman. Every day Adjua goes down to the sea to watch her father and the other fishermen taking in their nets. They are always full of big fish! Nowadays huge new fishing boats can catch many more fish than Adjua's father. But some fishermen still go out in canoes and catch fish in small nets.

Adjua's mother sells coconuts. Sometimes Adjua helps her mother gather coconuts to sell at the market in Aflao. Traders like to buy them. They bring coconuts to countries in the Sahel where coconuts do not grow. Adjua and her mother make a lot of money, but not as much as the fishermen.

### Mombi of the Rain Forest

Mombi is a strong, stocky boy who lives in the rain forest of Zaire. The forest has a very humid tropical climate. It rarely gets cold, and it rains during most of the year. There are two rainy seasons, so farmers can grow two crops every year.

Mombi's father has two large plantations. The coffee plantation is huge. Mombi usually picks coffee at harvest time. There is a lot of work for everybody. There is also a cocoa plantation, but it is not as big as the coffee plantation. Other people in Mombi's village work on an oil palm plantation. They also



have small farms around the village. They grow peanuts, corn, cassava, bananas, beans, rice, and fruit. There is a lot of food in the forest because it rains often. But people cannot sell their crops very easily.

Mombi likes the forest because there are many birds and animals. The forest is very dense and dark; but he is not afraid. He sometimes kills a monkey with his bow and arrow, and his mother cooks it for dinner.

There are so many mosquitoes in the forest that Mombi sometimes gets malaria.

Just last year his best friend died of it. In the old days malaria killed a lot of people. Nowadays they have medicine, but some people still die of it every year.

### Exercise 8-1: Answering Questions on the Text

Answer these questions in complete sentences

1. Is Adjua's father a trader or a fisherman?
2. What is the climate of the coast?
3. Does Adjua often go down to the sea? Why?
4. Where do coconuts grow?
5. Which country do you think Adjua lives in?
6. Would you like to visit the coast? Why or why not?
7. Why does Mombi like the forest?
8. Have you ever had malaria? What did you do about it?

## FUNCTION

### ● Describing Climates

arid	hot and dry	Agadez, Timbouctou
semi-arid	dry with a short rainy season	Zinder, Gao, Kayes
tropical	hot and wet	Congo, Togo, Ghana
temperate	not too hot, not too cold	France, England
frigid	cold	Alaska, Siberia

### Exercise 8-2: Describing Climates

Make a sentence about the climates in each of the following places.

Example:

Agadez

The climate of Agadez is arid. or Agadez has an arid climate.

1. Kinshasa
2. Greece
3. Canada
4. Malanville
5. Bombay
6. Saudi Arabia
7. the desert
8. Moscow
9. Rome
10. Conakry

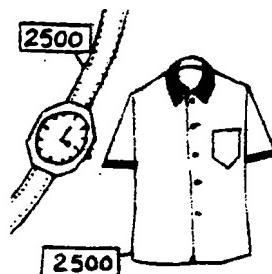
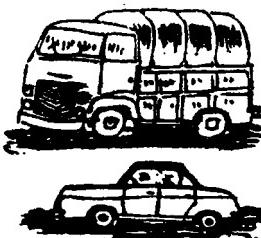
# GRAMMAR

## ● Comparatives of Equality

### Adjectives

#### ► Examples:

- a. The watch is **as expensive as** the shirt.  
(*La montre est aussi chère que la chemise.*)  
The watch costs 2,500 CFA. The shirt costs  
2,500 CFA.



- b. The car is not **as big as** the truck.  
(*La voiture n'est pas aussi grande que le camion.*)  
The truck is big. The car is smaller than  
the truck.

### Exercise 8-3: Comparing Identical Twins

Haoua and Adama are identical twins. (*twins = jumeaux*) There is no difference between them. Write some comparative sentences about them using the words below.

#### Example:

tall

Haoua is as tall as Adama.

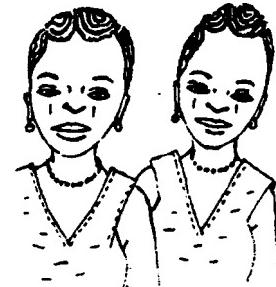
1. thin 2. pretty 3. old 4. young 5. strong 6. intelligent 7. hard-working

### Adverbs

#### ► Examples:

- a. Haoua runs fast. Adama runs fast too.  
Haoua runs **as fast as** Adama.  
(*Haoua court aussi vite qu'Adama.*)

- b. Adama works carefully. Haoua works carefully too.  
Haoua works **as carefully as** Adama.



### Exercise 8-4: More Comparing Identical Twins

Read each sentence. Write another sentence comparing the two twins.  
Follow the example.

#### Example:

Haoua runs fast.

Adama runs **as fast as** Haoua.

1. Adama does well in school. 2. Haoua speaks English well. 3. Adama works quickly. 4. Adama studies hard. 5. Haoua learns math easily. 6. Haoua walks slowly. 7. Adama sleeps late on Sundays.

## **Exercise 8-5: Writing True Comparative Sentences**

Compare the two items given using the word given in parentheses.  
Use as ... as in each sentence. Your sentences may be affirmative or negative.

### Examples:

a. watch / bicycle (big)

*A watch is not as big as a bicycle.*

b. Coca-Cola / Sprite (expensive)

*Coca-Cola is as expensive as Sprite.*

1. car / motorcycle (expensive)
2. Benin / Niger (hot)
3. Alaska / Ghana (cold)
4. November / December (cold)
5. English / Geography (interesting)
6. shirts / trousers (expensive)
7. math / science (difficult)

## **● Still**

Amadou is a student in middle school this year.

Four Years Ago In Primary School



This Year In Middle School



Amadou plays football this year  
in middle school.

Amadou played football  
in primary school.

### **► Example with Still:**

He still plays football.

(Il joue encore au football.)

= { He played football in primary school.  
      +  
    { He plays football in middle school.



### **Explanation**

Amadou played in the past. He plays in the present. There is no change in the situation. We use *still*.

## **Exercise 8-6: Using Still**

Some things do not change. Read each sentence about life many years ago. Write a new sentence about life now. Use *still*.

### Examples:

a. People enjoyed music in the old days.  
People *still* enjoy music.

b. Many Mauritanians lived in villages fifty years ago.  
Many Mauritanians *still live* in villages.

1. Some traders traveled to Tamanrasset on camels fifty years ago.
2. Women cooked food over wood fires fifty years ago.
3. Muslims did not eat pork in the old days.
4. People had a lot of goats and sheep in the old days.
5. People spoke with marabouts about their problems in the old days.
6. Farmers worked their farms with hoes in the old days.
7. People fished in the Niger River hundreds of years ago.

## **SPELLING**

### ● **Simple and -S Forms**

#### **Exercise 8-7: Practicing -S Forms of Verbs**

Write the *-s* form of the following verbs.

### Example:

go → goes

1. like
2. wash
3. do
4. cross
5. clap
6. hurry
7. laugh
8. yell
9. make
10. enjoy
11. hope
12. relax

#### **Exercise 8-8: Practicing Simple Forms**

Write the simple form of the following verbs.

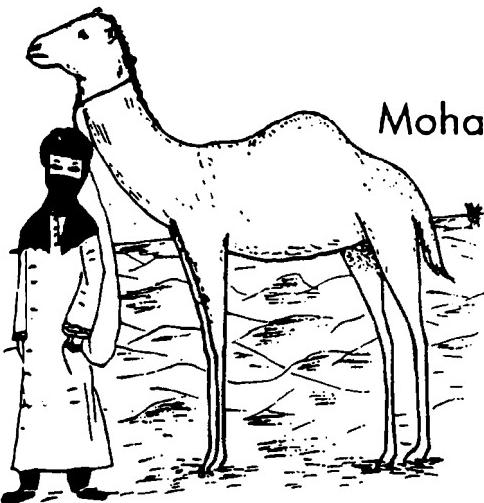
### Example:

goes → go

1. opens
2. finishes
3. comes
4. marries
5. sees
6. begins
7. touches
8. fixes
9. hits
10. complains
11. arranges
12. digs

# CHAPTER EIGHT

## Lesson Two



### Mohamed of the Desert

Mohamed is a Tuareg boy who lives in the desert. The climate of the desert is arid. There are two seasons: the hot season, and the cold season. The air is always very dry, and it rarely rains. There is very little water in the desert. If he travels, Mohamed must carry water with him in a skin.

During the cold season, it is often very windy, and there is a lot of sand and dust

in the air. People have to stay inside their houses when the sandstorms come. Mohamed wears a turban to keep the sand out of his hair and face.

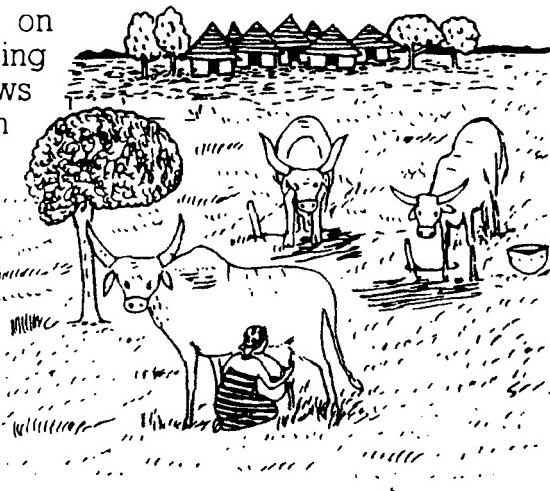
Life in the desert is very hard. Mohamed's father cannot grow anything there, so there is not much food. In the old days Mohamed's relatives were rich traders. They used camels to carry goods like salt, dates, and tea from North Africa to West Africa. From West Africa they carried sugar and kola nuts to North Africa. But nowadays there are new roads and big trucks. A truck can carry more goods than a camel. So Mohamed's father does not travel across the desert anymore. In 1984 the family moved south to Tanout.

### Hadjo of the Savannah

Hadjo is a pretty Fulani girl who lives in the savannah near Sokoto. There are not many trees in the savannah, but there is a lot of grass. Sometimes the grass is as tall as Hadjo. Cows like to eat grass, and Hadjo's father has hundreds of cows. There is enough food and water in the savannah for lots of livestock. The savannah is not as dry as the Sahel.

The savannah has a semi-arid climate. There are two seasons. In the dry season, Hadjo has to take the cows far from home to find a good pasture. But during the long rainy season, there is plenty of grass around the village. Farmers on the savannah grow millet, maize, rice, potatoes, yams, beans, and peanuts. A few years ago, there was a drought. Crops did not grow during the drought years. People did not have enough food to eat that year, and a lot of their livestock died.

Hadjo knows that growing food on farms is more important than keeping cows, but she likes working with cows better than working in a field. When she was small, she liked to suck milk straight from the cow. But one day when she was squatting and sucking milk, the cow kicked her and pushed her with its horns. So Hadjo does not like to suck milk from cows anymore.



### Exercise 8-9: Making Questions

Make questions about these answers from the text *Hadjo of the Savannah*.

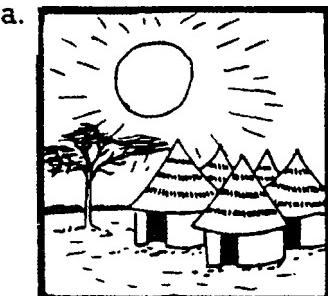
1. Yes, hundreds of them.
2. No, there are not many.
3. Because she likes milk.
4. Because the rainy season is long.
5. Because they make a lot of food.
6. Crops did not grow and a lot of livestock died.

## FUNCTION

### ● Talking About the Weather

#### ► Examples:

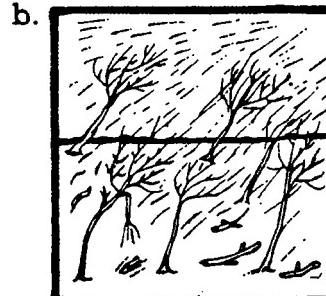
What's the weather like today?



It's **sunny** out.

or

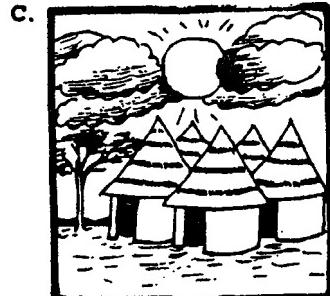
It's a **sunny** day.



It's **windy** out.

or

It's a **windy** day.



It's **cloudy** out.

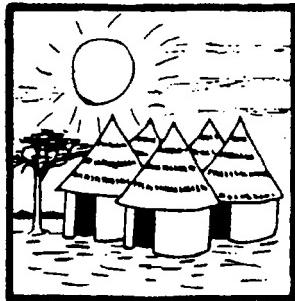
or

It's a **cloudy** day.

#### ► Adjectives Used With the Weather:

sunny	windy	cold	beautiful
rainy	hot	warm	nice
cloudy	cool	muggy	horrible

## ► More Weather Expressions:



The sun is shining.  
The sky is blue.



The sun is behind the clouds.  
The sky is overcast.

The air is { dry,  
humid. }

There is a lot of { dust  
sand } in the air.

### Exercise 8-10: Talking About the Weather in Different Months

Make some questions and answers about the weather in different months of the year.

Question: What's the weather like in \_\_\_\_\_?

Answer: It's \_\_\_\_\_ in \_\_\_\_\_. The sky is \_\_\_\_\_, and the air is \_\_\_\_\_.

#### Example:

Student 1: What's the weather like in May?

Student 2: It's hot in May. The sky is blue and the air is dry.

### Exercise 8-11: Writing Sentences About the Weather in Different Places

Write a sentence about the weather in each place. Use because in each sentence.

#### Example:

Alaska

It's very cold in Alaska because the climate is frigid.

1. Lagos 2. Italy 3. Mecca 4. Siberia 5. the Sahara 6. Zaire 7. Tchad

## GRAMMAR

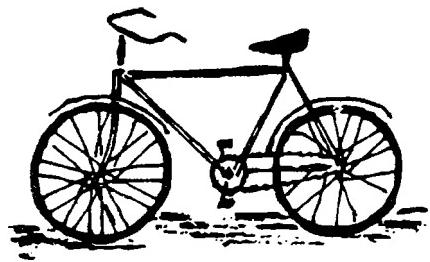
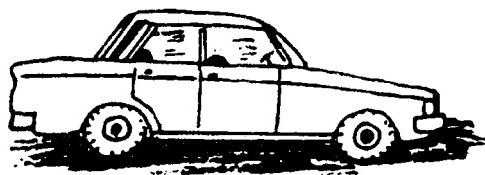
### ● Comparatives of Superiority with Long Adjectives

#### ► Examples:

- a. Zeinabou is more beautiful than Maimouna.  
(Zeinabou est plus belle que Maimouna.)



b. A car is **more** expensive than a bicycle.



### **Explanation**

Long adjectives have two or more syllables. (Comparative forms of short adjectives are seen on page 112.)

### **Exercise 8-12: Comparing Things With Long Adjectives**

Write true comparative sentences about the items given. Use the adjectives in parentheses. You may need to change the order of the items.

#### Example:

sheep ... lion (dangerous)

*A lion is more dangerous than a sheep.*

1. storms in the forest ... storms in the desert (violent)    2. sports ... school work (interesting)
3. hunting ... fishing (exciting)    4. Bob Marley's music ... Mahaman Barka's music (beautiful)
5. life in the Sahel ... life on the coast (difficult)
6. traveling by bus ... traveling by plane (expensive)    7. girls ... boys (intelligent).

### **● Comparatives with Adverbs Ending in -ly**

#### ► Examples:



- a. Hadiza writes **more** clearly than Aïssa.

(Hadiza écrit plus clairement qu'Aïssa.)

- b. Hadiza writes **more** carefully than Aïssa.

## Exercise 8-13: Writing About Aïchata and Her Sister

Aïchata does everything better than her sister. Read each sentence. Then write a new sentence comparing the two girls.

### Example:

Aïchata speaks beautifully.

Aïchata speaks more beautifully than her sister.

1. Aïchata thinks seriously.
2. Aïchata speaks to adults politely.
3. Aïchata works quickly.
4. Aïchata's sister works carelessly.
5. Aïchata writes clearly.
6. Aïchata draws beautifully.
7. Aïchata speaks intelligently.

## ● Anymore

### ► Example:



Mamane often cried when he was a baby. He is not a baby now. He never cries. There is a change in the situation.

Mamane does not cry **anymore**.

(Mamane ne pleure plus.)

= { Mamane often cried fifteen years ago.  
   +  
   He never cries now.

## Exercise 8-14: Writing Sentences with **Anymore**

Mr. Daouda is the director of a big company in Niamey. He was very different when he was a little boy. Read each sentence about Mr. Daouda in 1951. Then write a negative sentence about him nowadays. Use **anymore** in your sentence.

### Example:

Daouda always cried in 1951.

Daouda does not cry **anymore**.

1. Daouda always went dancing when he was young.
2. Daouda always played football in the street when he was a boy.
3. Daouda always went to school when he was young.
4. He lived with his mother in 1951.
5. He often swam in the river when he was young.
6. He usually wore dirty old trousers when he was little. (dirty = sale)
7. He often went fishing in 1951.

### **Exercise 8-15: Reviewing Still and Anymore**

Read each pair of sentences. Make a new sentence with *still* or *anymore*.

**Hint:** use *still* when there is no change in the situation; use *anymore* when there is a change in the situation.

#### Examples:

- a. Women did a lot of work in the old days.  
*Women still do a lot of work.*

- b. There were a lot of giraffes in the Sahel twenty years ago.  
*There are not a lot of giraffes in the Sahel anymore.*

1. Some parents found wives for their sons in the old days. 2. The Fulanis kept cows in the old days. 3. Young people liked to listen to music fifty years ago. 4. My mother washed me when I was a small child. 5. People drank a lot of millet porridge fifty years ago. 6. Hunters hunted lions with bows and arrows in the old days. 7. Zinder was the capital of Niger in the old days.

### **Exercise 8-16: Translating French into English**

1. Quel temps fait-il ? 2. Il fait beau aujourd'hui. 3. Lorsque je suis venu hier, les enfants jouaient devant la maison. 4. Son père est mort du paludisme. 5. Quelle boisson voudriez-vous ? 6. Ils habitent Maradi. 7. Il n'y a pas assez de sucre dans le café. 8. Il était mon ami, mais je ne l'aime plus. 9. Le ciel est couvert de nuages. 10. Les femmes travaillaient à cinq heures du matin. Il est huit heures du soir maintenant et elles travaillent encore.

## **WRITING**

### **● Writing a Story**

#### **Exercise 8-17: Story Telling**

Follow these steps in order to write sentences about the pictures.

Step One: Listen as your teacher tells you about the pictures.

Step Two: Listen as your teacher tells a different story about the pictures.

Step Three: Write some sentences of your own about each picture.

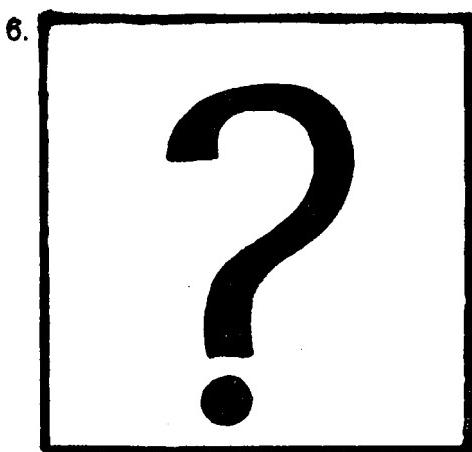
Use your imagination.

1.



2.





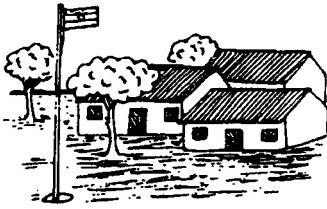
## Fun and Games

choose the lamp, some

# CHAPTER NINE

## Lesson One

### The Health Lesson (Part I)

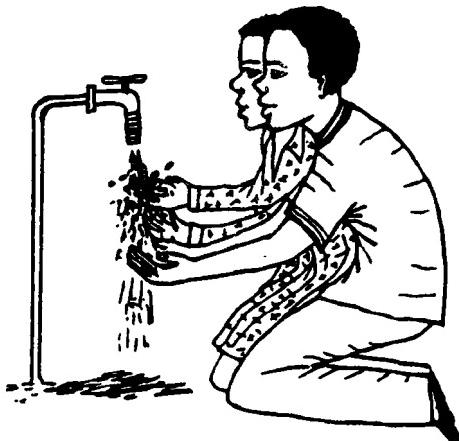


Last year Dr. Almou, a doctor at Tahoua Hospital, went to talk to the second year students at Tchintabaraden Middle School about preventive health measures. First, he went to the director's office and greeted him. After that, he entered the second year classroom and began his lecture.

**Doctor :** Good morning everyone. You all look wide awake and healthy. How do you stay healthy?

(Nobody answers.)

Don't be afraid — doctors don't bite! I'll tell you what you should do to be healthy. First of all, you should keep clean. Bathe once or twice a day. Wash your hands before you eat, and wash fruits and vegetables before you eat them. Your house should be clean inside and outside.



**Rabiou :** (to Fati) I bathe only twice a week and I'm healthy.

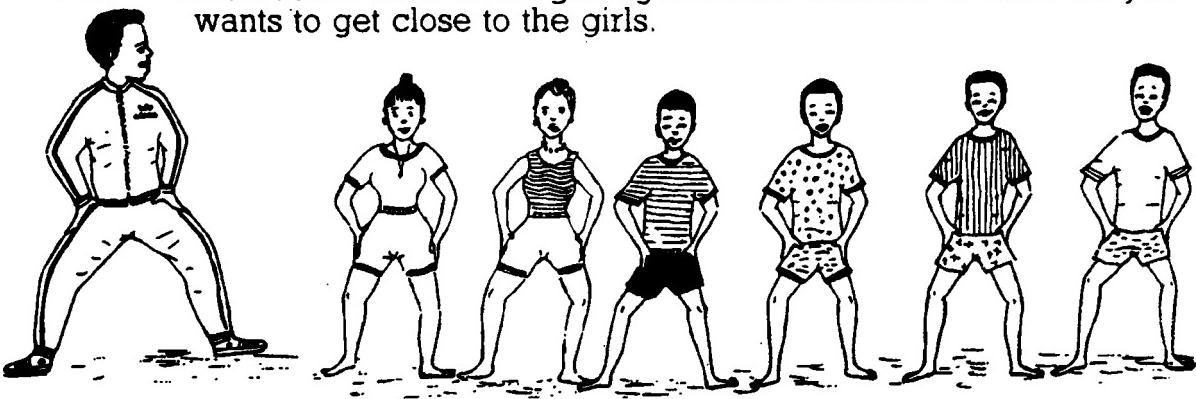
**Fati :** You should bathe more often. I have to sit next to you!

**Doctor :** As often as possible, drink clean water and wear clean clothes. Maybe you know someone who says he can't find soap in the market. That's not true. You can always find traditional brown soap. Old women make it. It won't cost you more than 25 francs. If you wash more often, your friends will be happier. It's also important to get some exercise every day. Playing sports like football, basketball and wrestling is a good way to get exercise. Jumping rope is good, too, and it's fun.

**Rabiou :** How about dancing?

**Doctor :** That's a great form of exercise, particularly for teenagers.

**Fati :** He doesn't think about getting exercise when he dances. He just wants to get close to the girls.



## Exercise 9-1: Answering Questions on the Text

Answer these questions in complete sentences.

1. Where does Dr. Almou work?
2. Who did he go to talk to?
3. What did Dr. Almou do before he began talking to the students?
4. How often should you bathe?
5. Why did Fati tell Rabiou that he should bathe more often?
6. Is it important to keep your house clean? Why?
7. Who makes traditional brown soap?
8. Name some ways you can get exercise. What kind of exercise do you like?
9. Why does Rabiou like to dance?

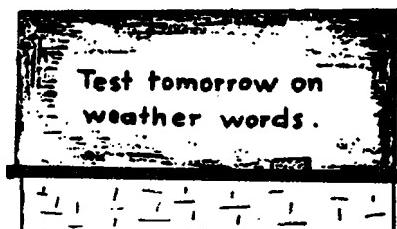
## FUNCTION

### ● Giving Advice with the Modal Should

#### ► Affirmative Example:

Abdoulaye **should** study today.  
(Abdoulaye devrait étudier aujourd'hui.)

He has a test tomorrow.

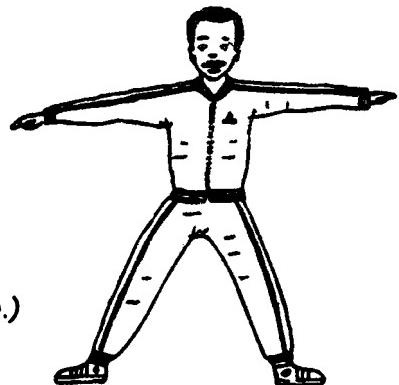


#### Explanation

We use the modal **should** when something is a good idea, but you have a choice. (choice = choix)

#### ► Interrogative Example:

What **should** I do?  
(Qu'est-ce que je devrais faire?)



#### ► Negative Example:

You **should not** forget to exercise.  
(Vous ne devriez pas oublier de faire de l'exercice.)

## Exercise 9-2: Giving Advice

What should each person do in each situation? Give advice. Use **should** in each sentence.

#### Example:

Fati has an important test tomorrow.  
She **should** study.

1. Aboubacar's clothes are dirty.
2. Abdou wants to eat bread for breakfast.
3. Moussa's father is working on the farm.
4. Rakia needs some money for the taxi.
5. Amina's mother is going to the market.
6. I'm going to eat a mango now.
7. There are a lot of weeds in our garden.

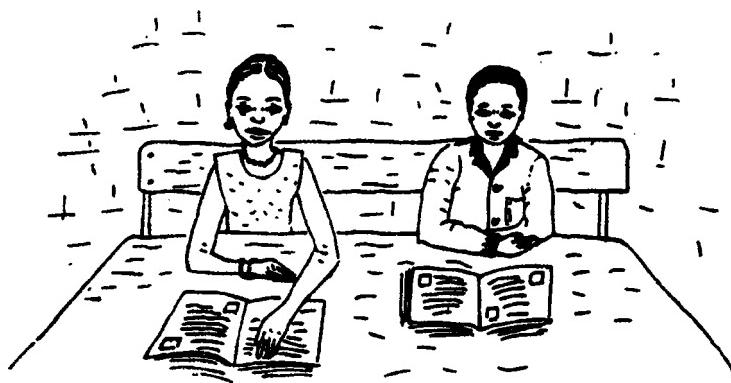
## ● Direct and Indirect Objects of Verbs Like Ask

### ► Examples:

Subject	+ Verb	Indirect Object	Direct Object
The teacher	asked	Mariama	a question.
Mariama	told	her friend	the answer.
The shirt	cost	Ahmat	a lot of money.
My friend	saved	me	5,000 francs.
The doctor	charged	me	1,000 francs.

### Explanation

In sentences with the five verbs above, the indirect object almost always precedes the direct object. Compare this with the grammar lesson on page 73.



### Exercise 9-3: Writing Sentences with Direct and Indirect Objects

Make correct sentences using the words below. The indirect objects are indicated with arrows.

#### Example:

Alio / joke / → Mahmet / a / tell / now.

Alio is telling Mahmet a joke now.

1. Fati / question / → mother / a / ask / now / her    2. Aminatou / → brother / story / a / her / tell / now    3. the doctor / 1,000 francs / → patient / the / charge / yesterday    4. those new shoes / → me / cost / 2,500 francs / last week    5. Ali / every day / → friend / a / his / save / seat    6. ask / her / yesterday / the / → the student / name / teacher    7. tell / Fatima / anything / never / → anybody

## **Exercise 9-4: Reviewing To and For**

Replace the (X) in each sentence with to or for.

### Examples:

a. He gave some money (X) Alio.  
He gave some money **to** Alio.

b. He is getting a chair (X) the teacher.  
He is getting a chair **for** the teacher.

1. She is writing a letter (X) her friend. 2. Mariama bought some earrings (X) her sister. 3. The man will build a house (X) his family. 4. Mr. Abdoulaye never speaks French (X) his children. 5. I want to make something (X) you. 6. Please send this letter (X) your cousin. 7. He will introduce me (X) his family.

## **Exercise 9-5: Practicing Direct and Indirect Objects**

Make complete sentences in the past tense. In each sentence, Dr. Almou is the subject and Mamadou is the indirect object. Use the words given.

### Examples:

a. give / injection  
Dr. Almou **gave** an injection **to** Mamadou.

b. charge / 500 francs  
Dr. Almou **charged** Mamadou **500 francs**.

c. tell / joke  
Dr. Almou **told** Mamadou **a joke**.

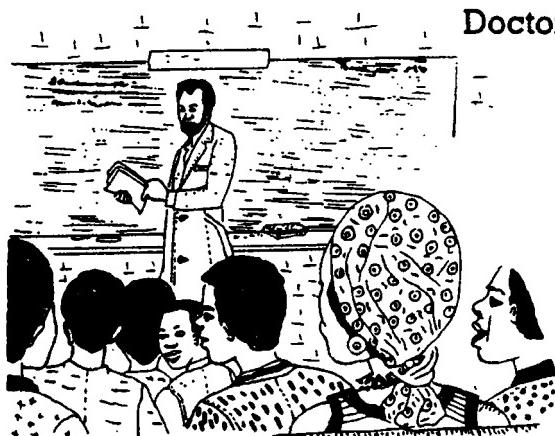
1. tell / to open the door 2. explain / problem 3. ask / questions 4. charge / nothing 5. find / medicine 6. give / medicine 7. tell / joke

# CHAPTER NINE

## Lesson Two

### The Health Lesson (Part II)

*Dr. Almou continues his lecture to the second year students at Tchintabaraden Middle School.*



**Doctor :** Another way to get daily exercise is to help your parents at home. When you pound millet or plough the fields, you're exercising and making your parents happy. You're saving them money, too, because they don't have to pay someone else to do that work. After a long day of work and activity, your body needs rest. You should get lots of sleep every night so that you'll be full of energy in the morning.

**Fati :** Do you think we need to rest during siesta? We like to play.

**Doctor :** It's a good idea to relax during siesta. Your body is like a machine. If you don't rest from time to time, it won't have enough energy to keep working. When you rest, your body has time to build energy.

**Rabiou :** You talk too much, Fati. You really should rest your mouth once in a while.

**Doctor :** At your age, you need eight to ten hours of sleep every day. Adults should get about eight hours of sleep a night. To be healthy, you should eat a balanced diet. Foods like eggs, meat, millet, rice and milk are all nutritious. If you have camels, goats, or cows, you can get milk from them. Bean cakes are more nutritious and cheaper than white bread. Fruits and vegetables are an important part of a good diet. It shouldn't be too difficult to find mangoes, bananas, and guavas, or vegetables like onions, tomatoes, and cassava in the market. Don't forget to wash them before you take the first bite!

**Rabiou :** Does Fanta count as a fruit?

**Fati :** What a stupid question! Rabiou, you're an idiot.

**Doctor :** If you don't take care of yourself, you can get sick. It's not very difficult to have good health habits. You should encourage your family and friends to stay healthy. If you've got your health, you'll enjoy yourself at work and play all your life!

## Exercise 9-6: Making Questions on the Text

Make questions about the text for these answers.

1. To help your parents at home.
2. Your body needs rest.
3. Camels, goats, or cows.
4. Fruits and vegetables.
5. Eggs, meat, millet, rice and milk.
6. Bean cakes.
7. No, it is not very difficult.

## GRAMMAR

### ● Each Other

Alio and Fati are talking to **each other**.  
(Alio et Fati se parlent.)



#### Explanation

When two or more subjects perform a reciprocal action, we use **each other**.

## Exercise 9-7: Using Each Other

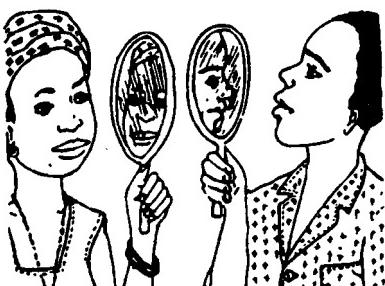
Complete each item following the examples.

#### Examples:

- a. Souley is eating with Mariama.  
*Mariama is eating with Souley.*  
*They are eating with each other.*
- b. I am talking to you.  
*You are talking to me.*  
*We are talking to each other.*

1. Abdoulaye is looking at Sani.
2. Sani is angry with Abdoulaye.
3. Hadiza is speaking to Ali.
4. Issoufou is working with Amina.
5. You are joking with your sister.
6. They are playing with their friends.
7. Moumouni is walking with his brothers.

### ● Reflexive Pronouns: **Myself, Yourself, etc.**



Fatima is admiring **herself**.  
(Fatima s'admire.)

Souleymane is admiring **himself**.  
They are admiring **themselves**.

#### Singular Reflexive Pronouns

myself  
yourself  
himself  
herself  
itself

#### Plural Reflexive Pronouns

ourselves  
yourselves  
themselves

## Exercise 9-8: Practicing Reflexive Pronouns

Student 1 asks a question and Student 2 answers it.

Question: What,

do	{	they you I we	}	see in the mirror?
does	{	he she the old woman	}	

Answer: \_\_\_\_\_

see(s) \_\_\_\_\_ self.  
see(s) \_\_\_\_\_ selves.

### Example:

Student 1: Who does she see in the mirror?

Student 2: She sees herself in the mirror.

## Exercise 9-9: More Reflexive Pronouns

Replace each (X) with the correct reflexive pronoun.

### Example:

Mr. Sheehan is very strange. He talks to (X).

Mr. Sheehan is very strange. He talks to himself.

1. We should wash (X) with soap and water every day.
2. Take some bean cakes, Bouba. Here, help (X).
3. Look at (X) in the mirror, Amina.
4. Those children should not climb up that tree. They could fall down and hurt (X).
5. While Mrs. Bako was cooking, she cut (X) with a knife.
6. The cat followed its tail. It was playing with (X).
7. Ali saw (X) in the window.

## Exercise 9-10: Translating French into English

1. Le désert a un climat aride et il pleut rarement.
2. Dans le désert, les commerçants se sont servi de chameaux pour transporter des marchandises de l'Afrique du Nord vers l'Afrique de l'Ouest.
3. Les mathématiques sont plus difficiles que l'anglais.
4. Cet élève parle aux adultes plus poliment que ses amis.
5. Vous devriez vous laver une ou deux fois par jour.
6. Cette chemise m'a coûté 1 000 francs au marché hier.
7. Ali et Issa sont de bons amis. Ils se saluent chaque matin.
8. Ousseini s'est blessé pendant qu'il jouait au football hier.
9. Un bon élève devrait venir à l'école à l'heure.
10. Un mouton n'est pas aussi cher qu'un chameau.

## WRITING

### ● Writing a Dialogue: A Problem and Advice

#### Exercise 9-10: Writing a Dialogue

Imagine a person who has a problem. He or she goes to a friend or an older person to get advice. Write a dialogue between the two people. Use the word *should* when the friend gives advice.

# CHAPTER TEN

## Lesson One



### At the Kung Fu Movie

Last night Sani and Fatima went to the Cinema Vox. A Chinese film with Bruce Lee was playing. Young people like Chinese karate movies a lot because they are full of excitement and adventure.

The movie that Sani and Fatima saw yesterday was *Big Boss*. Bruce Lee played the role of Big Boss. He was the enemy of Chang. Chang was bigger, fatter, and stronger than all the other Kung Fu fighters in the town.

An exciting scene in the movie was the fight between Chang and Big Boss. Chang moved quickly from left to right and lifted his foot to perform an *ap tchake*, a dangerous karate kick.

Suddenly Bruce Lee grabbed Chang's foot and pulled it hard. Chang fell to the ground screaming and moaning. He tried to get up, but could not. The boys and girls in the movie theater applauded and shouted as Chang fell back down. He held his foot in pain, and he was angry. Chang was weak now and exhausted from the fight.

While they were walking home, Sani could not stop talking about how thrilling the movie was.

"That was a great movie!" he told Fatima.

"I didn't enjoy it very much", Fatima answered. "There was too much violence, and there weren't enough girls in it."

"But didn't you like the scene when Big Boss killed the wicked Chang?" Sani asked. "People say that Bruce Lee's feet are faster than lightning."

"Yes", Fatima said, "I was happy that Big Boss won, because he was fighting for good people. He is also more intelligent than the other people in the film. But next time, we should go and see an Indian love movie."



## Exercise 10-1: Answering Questions on the Text

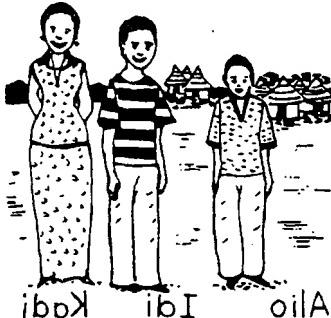
Answer these questions in complete sentences.

1. What movie did the young people go to see?
2. Who was Big Boss's enemy?
3. Who won the fight?
4. What did the boys and girls do during the fight?
5. Did Fatima like the movie very much? Why or why not?
6. Did Sani like it? Why or why not?
7. Do you enjoy karate?
8. Do you go to the movies? What kind?
9. How often do you go to the movies?

## GRAMMAR

### ● Comparative Forms of Short Adjectives\*

#### ► Examples:

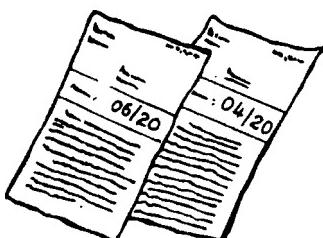


- a. Kadi is **taller than** Alio.  
(Kadi est plus grande qu'Alio.)
- b. Idi is **younger than** Kadi.
- c. Idi is **happier than** Alio.

### ● Irregular Comparatives

#### ► Examples:

- a. Ramatou's homework is good.  
Gomma's homework is **better than** Ramatou's.  
(Le devoir de Gomma est meilleur que celui de Ramatou.)

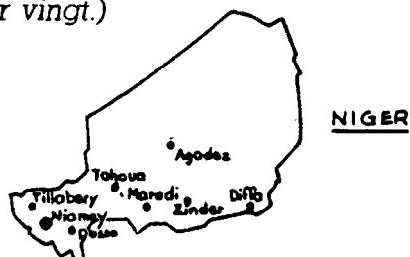


- c. Zinder is a long way from Niamey.  
Diffa is **farther** from Niamey than Zinder.  
(Diffa est plus loin de Niamey que Zinder.)

good → better

bad → worse

a long way → farther



\* See the Spelling lesson on page 114.

## **Exercise 10-2: Comparing Grades**

Compare the homework grades with better or worse. Read your sentences out loud.

### Examples:

- a. 13/20 ... 11/20

*Thirteen over twenty is better than eleven over twenty.*

- b. 6/20 ... 11/20

*Six over twenty is worse than eleven over twenty.*

1. 5/10 ... 1/10 2. 4/20 ... 5/20 3. 6/10 ... 5/10 4. 7/10 ... 4/10 5. 9/10 ... 10/10

6. 18/20 ... 15/20 7. 5/20 ... 7/20

## **Exercise 10-3: Comparing Distances**

Write seven sentences comparing distances between cities. Use *farther from* or *nearer to*.

### Examples:

- a. Lagos is nearer to Accra than Niamey.

- b. Khartoum is farther from Dakar than Bamako.



## **Exercise 10-4: Making True Comparisons**

Compare the two items using the adjective given. You may need to change the order of the items. Your sentences must be true.

### Examples:

- a. trucks ... cars (heavy)

*Trucks are heavier than cars.*

- b. dogs ... camels (big)

*Camels are bigger than dogs.*

1. cars ... bicycles (fast) 2. Chang ... Big Boss (strong) 3. basketball ... football (exciting) 4. 6/20 ... 10/20 (bad) 5. men ... children (tall) 6. desk ... book (heavy) 7. children ... parents (young) 8. school ... classroom (small) 9. 5/10 ... 9/10 (good) 10. children ... adults (old) 11. knives ... spoons (dangerous) 12. Mombi ... Adjua (stocky)

## SPELLING

### ● Spelling of Comparative Forms of Short Adjectives

#### Rules for Spelling of Comparative Forms of Short Adjectives

Add -er to adjectives of one syllable.

tall + er = taller

young + er = younger

Double the consonant of adjectives ending in one vowel and one consonant.

big + g + er = bigger

fat + t + er = fatter

Add -er to adjectives of two syllables ending in -ow.

narrow + er = narrower (narrow = étroit)

Add -r to adjectives of two syllables ending in -le.

little + r = littler

For adjectives of two syllables ending in -y, change the -y to -i and add -er.

happy - y → ier = happier

heavy - y → ier = heavier (heavy = lourd)

#### Exercise 10-5: Spelling Comparative Forms

Spell the comparative forms of the words given.

##### Example:

big → bigger

1. fat 2. tall 3. small 4. young 5. happy 6. little 7. short 8. heavy 9. old  
10. narrow 11. thin 12. stocky

#### Exercise 10-6: Writing True Comparisons with -er

Write a true comparative sentence comparing the people or things in each item. Use the adjective in parentheses.

##### Examples:

a. camels / elephants (big)

Elephants are bigger than camels.

b. you / your sister (short)

You are shorter than your sister. or My sister is shorter than me.

1. sheep / horses (fast) 2. Zinder / Niamey (big) 3. you / your uncle (old)  
4. you / your brother (young) 5. primary school students / middle school students (small) 6. the road from Niamey to Zinder / the road from Agadez to Arlit (bumpy) 7. a kilo of rice / a kilo of millet (cheap) 8. lions / elephants (smart) 9. you / your sister (tall) 10. rabbits / hyenas (small) (hyena = hyène)  
11. the story about Maiwayo / the story about Zomo (funny) 12. Kouré / Zomo (happy)

# CHAPTER TEN

## Lesson Two



### The Indian Love Movie

Most girls think that Indian movies are more interesting than karate movies. Girls like love stories. That is why Fatima wanted to go and see an Indian movie. There was an Indian film playing at the Jangorzo Cinema. Everyone was saying that the movie was full of wonderful songs, music, and magic.

Sani and Fatima decided to go and see the film. The Jangorzo Cinema was farther than any other movie theater in the city. But the driver drove fast, so they arrived before the film started. Fatima was happy not to miss the beginning of the film.

The story was about two young lovers. The boy was a prince, and the girl was poor. Both families were against their marriage, but the lovers were determined.

One day the boy's father called him and said:

Father : My son, you are going to bring shame to our family.

Son : But Father, the world is changing now. You always say that there is no difference between people! I can't understand your refusal.

Father : This matter is deeper than that. I told you the truth, but our society is not changing as fast as other parts of the world. If you marry that girl, people won't respect you.

Son : But Father, I love her!

Father : Listen. I love you very much, but I cannot support a marriage between a poor girl and my son. No, son, I can't give you any money for this marriage.

Later on, in a flowery countryside, the boy and girl each sang of their sadness.



**Boy** : When you are near me, my heart beats faster.  
You are more beautiful than the stars in the sky. I want to be with you forever.

**Girl** : Your love is more wonderful than wine. I need you in my life. I can't live in this world without you.

When Fatima saw this love tragedy, she could not stop crying. She was still weeping when the film ended.

"You women are weaker than men!" Sani joked.

"Don't make fun of me, Sani", said Fatima. "This movie reminded me of my sister's friend. The same thing happened to her. She was in love with a poor boy, but she could not marry him. Finally the poor boy left the city. They never saw each other again!"

"You are too romantic, Fatima, Sani laughed. It's only a silly love story."

"Hmmm! Did you forget about you and me? Our situation is exactly the same!" exclaimed Fatima.

"Come on, be serious, Fatima. You and I have nothing to worry about. Nowadays parents are smarter than they were in the old days."

### **Exercise 10-7: Making Questions About the Text**

Write questions for these answers.

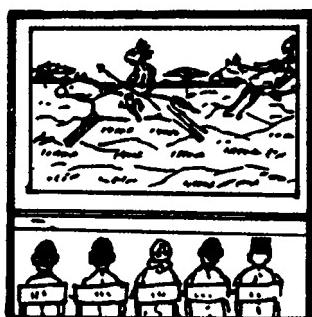
1. By taxi.
2. Before the film started.
3. Two young lovers.
4. Because the girl was poor.
5. In the countryside.
6. She cried.
7. "You women are weaker than men."
8. He left the city.
9. Because he thinks that parents are smarter now than in the past.

## **FUNCTION**

### **● Talking About Your Preferences**

#### **► Examples with Nouns:**

- a. I prefer karate movies to love movies.
- b. I like karate movies better than love movies.



#### **► Examples with Verbs:**

- a. I prefer singing to dancing.
- b. I like singing better than dancing.

### **Exercise 10-8: Talking About Preferences**

Which do you prefer: \_\_\_\_\_ or \_\_\_\_\_?

- |                        |    |                     |
|------------------------|----|---------------------|
| bananas                | or | mangoes             |
| football               | or | basketball          |
| playing sports         | or | watching sports     |
| cooking                | or | eating              |
| love movies            | or | karate movies       |
| Bob Marley             | or | Alpha Blondy        |
| traveling by bush taxi | or | traveling by car    |
| listening to the radio | or | watching television |
| etc.                   |    |                     |

Answer: { I like \_\_\_\_\_ better than \_\_\_\_\_.  
I prefer \_\_\_\_\_ to \_\_\_\_\_.

### Example:

Student 1: Which do you prefer: listening to the radio or watching television?

Student 2: I prefer listening to the radio to watching television.

## **GRAMMAR**

### **● Comparatives of Irregular Adverbs: *Fast, Hard, and Well***

#### **► Examples:**



- a. A plane goes **faster** than a motorcycle.  
(Un avion va plus vite qu'une moto.)

- b. Hamidou did **better** than Alio on the test.

- c. Mariama is working **harder** than Halima.

fast → faster

well → better

hard → harder

### **Exercise 10-9: Practicing the New Comparatives**

Write comparative sentences following the example.

#### Example:

A bicycle can go fast. (a car)

A car can go **faster** than a bicycle.

1. Chang can hit hard. (Big Boss) 2. The other enemies can fight well. (Chang)
3. Lightning is fast. (Big Boss's feet) 4. Fatima kicks the ball hard. (Sani) 5. 13/20 is good. (15/20) 6. Good students work hard. (bad students) 7. The boys at my school dance well. (the girls)

### **Exercise 10-10: Reviewing All Comparative Forms**

Give the comparative forms of the words given.

Examples:

- a. big → bigger than
- b. important → more important than

1. tall 2. heavy 3. short 4. young 5. dangerous 6. strong 7. crazy
8. handsome 9. silly 10. expensive 11. hard 12. well

### **Exercise 10-11: Practicing All Comparatives of Superiority**

Write comparative sentences following the examples. You may need to change the order of the items.

Examples:

- a. A car moves fast. (a plane)  
*A plane moves faster than a car.*
- b. A house is expensive. (a bicycle)  
*A house is more expensive than a bicycle.*

1. Farmers are strong. (karate fighters) 2. A trader is rich. (a prince) 3. The chairs are heavy. (the table) 4. Primary school is hard. (high school) 5. The school is near. (the hospital) 6. Football is violent. (karate) 7. People are intelligent. (animals) 8. Kumasi is hot. (Tamanrasset) 9. The village is big. (the city) 10. Red cloth is beautiful. (blue cloth) 11. Jimmy Cliff sings well. (Bob Marley) 12. A bucket is heavy. (a pencil)

### **Exercise 10-12: Answering Questions with Direct and Indirect Objects**

Answer each question following the examples. Review the Grammar lessons on page 73 and page 106.

Examples:

- a. What did the boy give to the girl? (a flower)  
*The boy gave a flower to the girl.*
- b. What did the girl ask the boy? (a question)  
*The girl asked the boy a question.*

1. Who did the prince sing a song to? (the girl) 2. What is the son going to bring to his family? (shame) 3. What did the prince give to the poor girl? (an expensive present) 4. What did the woman make for her son? (dinner) 5. What did the teacher give to the students? (homework) 6. What did the boy show his mother? (a photo) 7. What did the children tell their friends? (a joke) 8. What did the boy bring to his sister? (a dog) 9. What did the teacher explain to the students? (the lesson) 10. What will the doctor prescribe for Fati? (some medicine) 11. What is Alio getting for the visitor? (some food) 12. What did Mr. Boureima buy for his son? (a shirt)

## Exercise 10-13: Translating French to English

Chang est plus rapide et plus fort que les autres. 2. Les femmes travaillent  
us dur que les hommes. 3. Le studio Jangorzo est plus éloigné du centre ville  
que les autres salles de cinéma. 4. Bruce Lee s'est mieux battu que Chang.  
Les films chinois sont plus amusants que les films indiens. 6. D'habitude les  
les préfèrent les films d'amour. 7. Les garçons se regardent dans le miroir.  
De nos jours les parents sont plus gentils que jadis. 9. Elle est contente de  
e pas avoir manqué le début du film. 10. Les deux garçons se parlent.

## WRITING

### Comparative Sentences

#### Exercise 10-14: Comparing a Bicycle and a Moped

In this exercise, write true comparative sentences about a bicycle and a moped. Follow these steps.

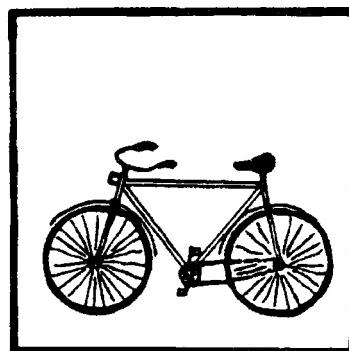
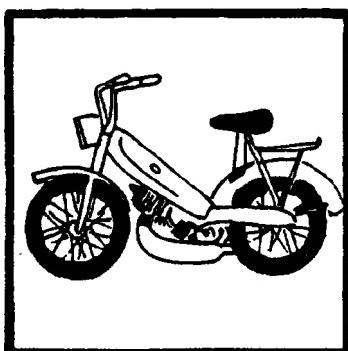
**Step One:** Study the table and discuss it with your class.

**Step Two:** Use the adjectives on the right of the table to write ten true sentences comparing the two machines. Your sentences may be affirmative or negative.

#### examples:

A bicycle is faster than a moped.

A moped is as tall as a bicycle.



	Bicycle	Moped	Adjectives
Price	70,000 francs	300,000 francs	expensive/cheap
Top Speed	32 kilometers per hour	56 kilometers per hour	fast/slow
Length	163 centimeters	174 centimeters	long/short
Height	102 centimeters	102 centimeters	tall/short
Weight	10 kilograms	30 kilograms	heavy/light

# CHAPTER ELEVEN

## Lesson One

### The Bush Taxi



A bush taxi is on the way to Niamey. It has just departed from the taxi park at Konni, and two passengers, Moussa and Abdou, are talking.

**Moussa** : You aren't very happy, are you?

**Abdou** : No. I suppose I'm a little nervous. Until today, I've never traveled farther than Illéla in Nigeria.

**Moussa** : Really? So, you are already homesick!

**Abdou** : Yes, I am. What about you?

**Moussa** : Me? Oh, no! I've visited Niamey hundreds of times. For me, a trip to Niamey is like a trip to the village mosque! You'll soon see that once you have decided to leave the village, there's nothing to worry about.

**Abdou** : No, I suppose not.

**Moussa** : I've traveled all over Niger!

**Abdou** : Have you? How exciting! Which towns have you visited?

**Moussa** : Oh, many different towns. I've been to Zinder, Tahoua, Agadez, and Arlit. I was in Dosso last week and Maradi the week before. Maradi is my favorite town.

**Abdou** : You've traveled a lot! Why do you prefer Maradi?

**Moussa** : Well, Maradi has the nicest people. And the city has real charm. I really like it.

**Abdou** : Oh, Moussa! I want to see all these marvelous places too. How can you travel all the time? What do you do?

**Moussa** : I'm a kola distributor. I've worked for El-Hadji Mai Goro for years. Didn't you see me talking with him before we started?

**Abdou** : May I be your assistant?

**Moussa** : I need a new assistant. My last assistant quit last week. So it's up to you. One thing is sure: if you work with me, you'll see a lot of different cities and people!

#### Exercise 11-1: Questions on the Text

Answer the following questions.

1. Where is the bush taxi going?
2. Where did it leave from?
3. Who is talking?
4. Why is Abdou not feeling happy?
5. Which town has Abdou visited before this trip?
6. How many times has Moussa traveled to Niamey?
7. With what does he compare traveling to Niamey?
8. Which town did he enjoy most? Why?
9. Why does Abdou want to be Moussa's assistant?
10. What cities have you traveled to?

## ● The Present Perfect Tense

### ► Affirmative Examples:

I	have	visited	Mali.
She	has	played	basketball six times.
She	has	lived	here for three years.

### Explanation

We use the present perfect tense to express:

1. actions at an **indefinite time** in the past.

### ► Examples:

- a. I have visited the museum.  
(When? I do not know, several times, or it is not important.)
- b. I have played cards **three times** with Hamidou.
- c. They have **finally** finished their homework.
- d. The government has **recently** built a new school.  
(recently = *récemment*)

Note: The French translation for actions at an **indefinite time** in the past.

I have visited the museum.  
(*J'ai visité le musée.*)

2. actions that started in the past and continue in the present. We often use **since** or **for** in this case. (You will study this more in Chapter Twelve, Lesson One.)

### ► Examples:

- a. I have lit the fire.  
(I lit the fire before. It is still burning now.)
- b. She has lived in Zinder **for five years**.  
(She moved to Zinder five years ago. She still lives there.)
- c. We have studied English **since 1989**.  
(We started studying English in 1989. We are still studying English.)

Note: The French translation for actions that started in the past and continue in the present.

She has lived in Zinder for five years.  
(*Elle habite à Zinder depuis cinq ans.*)

## ► Negative Examples:

- a. She **has not finished** her homework.
- b. They **have not played** football.

Contractions: has not = hasn't      have not = haven't

## ► Interrogative Examples:

- a. Question: **Have you visited Lagos?**  
Answer:      { Yes, I have.  
                  { No, I haven't.
- b. Question: **How many times has she visited Lagos?**  
Answer: **She has visited Lagos twice.**



The past participles of regular verbs are spelled the same as the past form.

Simple Form	Past Form	Past Participle
visit	visited	visited
study	studied	studied

### Exercise 11-2: Using the Present Perfect Tense

Put the verbs in parentheses in the present perfect tense.

#### Examples:

- a. She (finish) her homework.  
*She has finished her homework.*
- b. We (travel) by plane several times.  
*We have traveled by plane several times.*

1. You (cook) many good meals.
2. I (look at) several new bicycles.
3. The students (clean) the classroom.
4. The director (talk) to me three times.
5. Mrs. Issoufou (not, grade) our tests.
6. My father (not, work) at the taxi park recently.
7. Amadou and Issa (finally, pass) their exams.
8. We (live) in Benin before.
9. My brother (listen to) the BBC several times this week.
10. The boy (not, open) the door.
11. Their family (visit) Togo three times this year.
12. I (walk) to town twice this week.

### Exercise 11-3: Making Questions in the Present Perfect

Write questions in the present perfect tense using the words given.

#### Example:

You / finish / your work  
Have you **finished** your work?

1. Ali / weed / his garden today
2. they / invite / their friends
3. the district officer / arrive / in Niamey
4. the teacher / grade / our tests
5. he / play / football three times this week
6. you / explain / the lesson to Mahamane
7. Kadi / prepare / the food

# **Ever and Never with the Present Perfect Tense**



## **Example:**

ve you **ever** traveled by train?  
-tu déjà voyagé en train ?)

No, I have **never** traveled by train.  
(Non, je n'ai jamais voyagé en train.)

## **Explanation**

Ever is used in questions. Never is used to express negation.

## **Exercise 11-4: Asking and Answering Questions with Ever**

Student 1 asks a question and Student 2 answers it truthfully.

estion: Have you ever

{ visited \_\_\_\_\_ ?  
danced with \_\_\_\_\_ ?  
worked in \_\_\_\_\_ ?  
played \_\_\_\_\_ ?  
studied \_\_\_\_\_ ?  
lived in \_\_\_\_\_ ?  
traveled to \_\_\_\_\_ ?

sver: { Yes, I have.  
No, I haven't.

## **mples:**

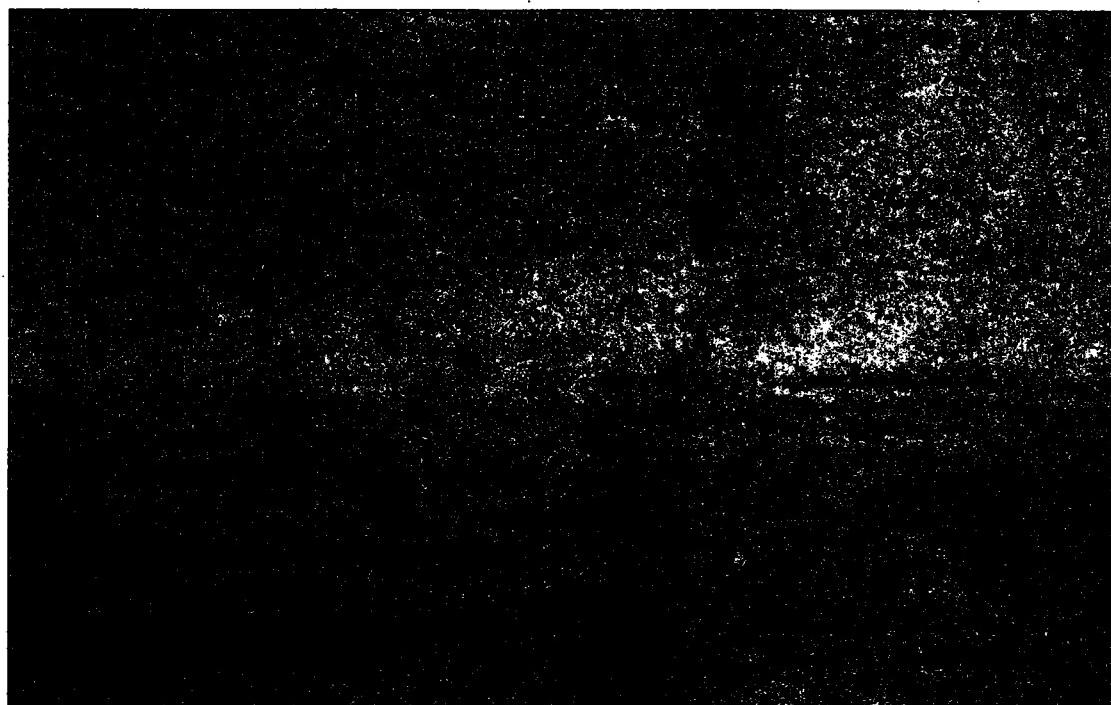
Student 1: Have you ever worked in Niamey?

Student 2: No, I haven't.

Student 1: Have you ever danced with Mariama?

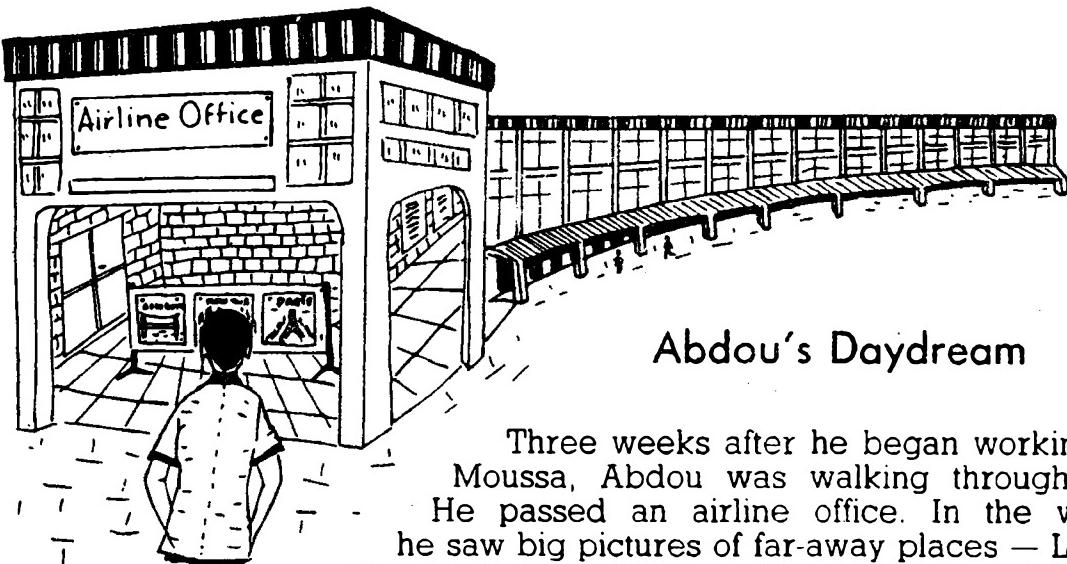
Student 2: Yes, I have.

## **Fun and Games**



# CHAPTER ELEVEN

## Lesson Two



### Abdou's Daydream

Three weeks after he began working with Moussa, Abdou was walking through town.

He passed an airline office. In the window he saw big pictures of far-away places — London,

New York, Paris, Moscow, Rome, Athens and Nairobi.

"Have you ever wanted to see the world?" asked the words over one picture. "Fly with *Around the World* airlines, and you can."

The nicest picture showed an island in the Pacific Ocean. Abdou could not stop looking at it.

"Those are the tallest palm trees in the world, I think. And look at that white sand! And those girls — they must be the most beautiful girls who have ever lived", he thought to himself. He looked and looked, until he forgot all about where he was and saw himself on the island.

He was at the beach with the most interesting girl in the world. They were drinking fruit juice. They could hear island music and could see people swimming in the ocean.

"Have you ever been here before?" she asked.

"No", Abdou answered. "Have you?"

"Yes. I've traveled all over the world, but this island is the most wonderful place I've ever visited", she said.

After they left the beach, they went for a walk in the town. They stopped in a small restaurant and ordered fish.

"This is the best fish I've ever tasted", Abdou said.

"It is good. The cook has been here for many years", she said. "Have you danced at the disco here?"

"No, I haven't."

"Well, let's..."

"Excuse me, sir, are you all right?"



Abdou heard someone talking to him and felt a hand on his shoulder. He opened his eyes and saw a man from the airline office.

"Oh, I'm sorry!" he said. "I was looking at your pictures here..."

"You were dancing, sir, and then you said something about the prettiest girl..."

Abdou said: "Oh, dear! I suppose I was only daydreaming."

When he went home, he told the story to his brother.

"I have never been so embarrassed in my life!" he said.

### Exercise 11-5: Answering Questions on the Text

Answer these questions in complete sentences.

1. Where did Abdou see pictures of far-away cities?
2. Did he go to an island in the Pacific Ocean?
3. Where did he see tall palm trees and white sand?
4. Who did he talk to in his daydream?
5. What did they eat?
6. Who put his hand on Abdou's shoulder?
7. Why was Abdou embarrassed?
8. Have you ever daydreamed? What did you do?
9. Would you like to visit any far-away places? Which ones?

## GRAMMAR

### ● Superlatives of Adjectives and Adverbs

#### ► Example with a Short Adjective:

Ousmane is **the tallest** boy in the group.  
(Ousmane est *le plus grand garçon du groupe.*)

Nobody else is as tall as Ousmane.



#### ► Example with a Long Adjective:



Gomma is **the most intelligent** student in the school.  
(Gomma est *l'élève la plus intelligente de l'école.*)

Nobody else is as intelligent as Gomma.

## ► Examples with Irregular Adjectives:

- a. Nobody else's history paper is as good as Zara's.  
Zara's paper is **the best** in the class.
- b. Nobody else's science paper is as bad as Amina's.  
She wrote **the worst** paper in the class.
- c. Nobody else's house is as far from school as Idi's.  
Idi's house is **the farthest** from the school.

### Exercise 11-6: Practicing Superlatives of Short Adjectives

Write the superlative form of the short adjective in parentheses.

#### Example:

Ali is (big) boy in the class.

Ali is **the biggest** boy in the class.

1. Bako's father is (rich) trader in town.
2. Who is (pretty) girl in the school?
3. If you eat all that rice, you will be (fat) boy in the world.
4. Our teacher gives (easy) tests in the school.
5. Rabi is (nice) girl in the village.
6. Who is (tall) man in the world?
7. Boukar is (fast) boy in the second year class.

### Exercise 11-7: Practicing Superlatives of Long Adjectives

Write the superlative form of the long adjective in parentheses.

#### Example:

English class is (interesting) class in school.

English class is **the most interesting** class in school.

1. Boubacar is (handsome) boy I know.
2. That teacher is (intelligent) woman in our town.
3. Fati bought (expensive) cloth in the market.
4. The President is (important) man in the country.
5. Mr. Azouhar gives (difficult) tests in school.
6. This book is the (interesting) one in the library.
7. Our house is (beautiful) in the village.

### Exercise 11-8: Practicing Superlatives of Irregular Adjectives

Write the superlative form of the irregular adjective in parentheses.

#### Example:

My mother makes (good) bread in the village.

My mother makes **the best** bread in the village.

1. That's (bad) movie I have ever watched.
2. Our school is (good) in the Sahel.
3. Soumana lives in (far) village from the capital.
4. Hadjia is (good) player on the basketball team.
5. You have picked the (bad) tomato in the garden.
6. The weather now is the (bad) it has ever been.
7. The middle school is (far) building from my house.

### Exercise 11-9: Superlatives and Comparatives of Adjectives

Write the correct form, comparative or superlative, of each adjective in parentheses.

### Examples:

- a. Boubacar is (small) boy in our school.  
*Boubacar is the smallest boy in our school.*
  - b. The road to Bilma is (bad) the road to Dosso.  
*The road to Bilma is worse than the road to Dosso.*
  - c. A camel is (slow) a horse.  
*A camel is slower than a horse.*

1. Dakar is (big) Niamey. 2. Sani's grades are (good) Amadou's. 3. Which town is (far) from Accra, Lomé or Cotonou? 4. Of all the reggae singers, who is (good)? 5. The (tall) building in the world is in America. 6. Do you think Aïcha is (beautiful) Mariatou? 7. That's (bad) food I've ever tasted.

### **Exercise 11-10: Writing Sentences with Superlatives**

Use the words given to write superlative sentences.

### **Examples:**

- a. a long river  
*The Nile is the longest river in Africa.*
  - b. beautiful  
*My mother is the most beautiful woman in the world.*
  - c. run fast  
*Said Aouita runs the fastest of all.*

1. happy girl 2. intelligent boy 3. large class 4. small boy in the family  
5. difficult trip 6. rich man 7. expensive trousers

### **Exercise 11-11: Reviewing the Present Perfect**

Practice the following dialogue with your classmates. Use the cues given below.

Student 1:	visited (city)	traveled in (country)
Has student 3 ever	played cards, football, etc.	pushed a truck, motorcycle
	passed through (city)	repaired a car, bicycle
	helped an old man	planted a tree
	studied grammar	walked to the village

**Student 2:** I don't know. I'll ask { him  
her

(Student 3): Have you ever ?

Student 3: { Yes, I've \_\_\_\_ } { once  
twice  
a few  
many  
three  
four } times.  
No, I've never .

Student 2: { Yes, { she's \_\_\_\_\_ } once.  
                   he's \_\_\_\_\_ } twice.  
                   ..... times.  
                 No, { she's } never \_\_\_\_\_.

Student 1: { Oh, that's interesting.  
                  Oh, that's too bad. (that's too bad = c'est dommage)  
                  Oh, well. Maybe he / she will someday.

### Examples:

a. Student 1: Has Mariatou ever visited Accra?

Student 2: I don't know. I'll ask her.

Mariatou, have you ever visited Accra?

Student 3: Yes, I've visited Accra three times.

Student 2: Yes, she's visited Accra three times.

Student 1: Oh, that's interesting!

b. Student 1: Has Mariatou ever visited Abidjan?

Student 2: I don't know. I'll ask her.

Mariatou, have you ever visited Abidjan?

Student 3: No, I've never visited Abidjan.

Student 2: No, she's never visited Abidjan.

Student 1: Oh, well! Maybe she will someday.

### **Exercise 11-12: Translating French into English**

1. C'est le plus beau cadeau que j'aie jamais reçu. 2. Il est aussi intelligent que son frère. 3. Sa sœur est la plus heureuse fille du village. 4. L'anglais est plus facile que le français. 5. Issa est le plus intelligent de la famille. 6. Mon grand-père est aussi vieux que ma grand-mère. 7. Maiga est le meilleur joueur de l'Olympic Football Club. 8. Bello est le plus mauvais élève de la classe. 9. La mère de Zali est plus grosse que celle de Gomma. 10. L'anglais est aussi important que les mathématiques.

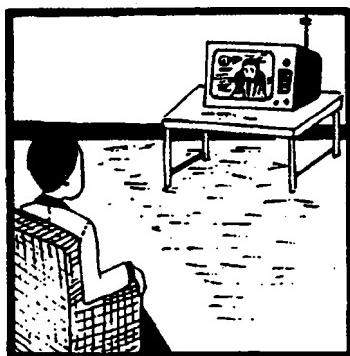
### **WRITING**

### **● Present Perfect Tense**

### **Exercise 11-13: Writing Sentences in the Present Perfect**

Bako arrived in the city from his village last week. This is the first time he has visited the city. Many things have happened.

Write one sentence about each picture, using the verb below it. Use the present perfect tense. Use expressions like once, twice, many times, etc.



watch

Example :

Bako has watched television three times in the city.

1.  climb
2.  visit
3.  listen to
4.  wait for
5.  rain
6.  play
7.  receive (= recevoir)

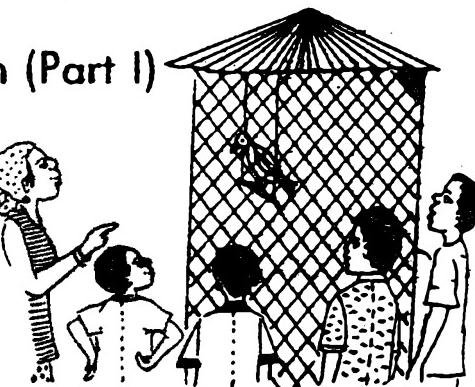
## Fun and Games

# CHAPTER TWELVE

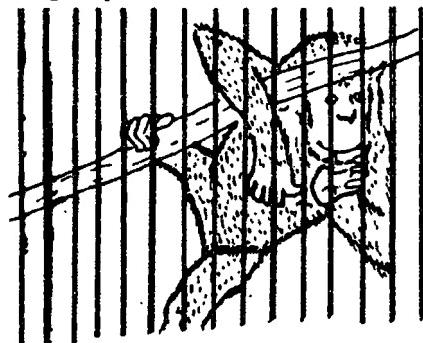
## Lesson One

### A Visit to the Museum (Part I)

Hadiza and Karami were very excited. They were visiting Niamey for the first time, and their Aunt Safiatou promised to take them to the National Museum. She had told the children there were many interesting things to see at the museum, and they wanted to see for themselves.



The big day finally arrived. Karami, Hadiza, and Safiatou walked through the tall green gates of the museum and saw many people walking around. They also saw many cages with animals in them. They went over to the first cage and looked in. Inside there was a beautiful bird with brightly-colored feathers.



**Karami** : I've seen a picture of this bird in my geography book. It's a parrot.

Just then the parrot made a loud squawk.

**Karami** : Listen, he's speaking to me.

**Hadiza** : What is he saying?

**Karami** : I don't know. He isn't speaking English.

They laughed and walked on to the next cage. There they saw several monkeys swinging on a bar and looking at the people outside.

**Hadiza** : They have the funniest faces I've ever seen.

**Safiatou** : Look at that one. He's just eaten a banana.

Karami wanted to see some lions. They found the lions' cage and watched two small lion cubs with their parents. Safiatou noticed some bones in the corner.

**Zoo Worker** : The lions have just eaten some meat for breakfast, Madame.

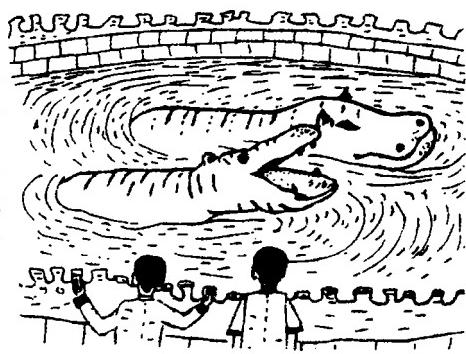
**Safiatou** : Good. Hungry lions frighten me!

Hadiza, Karami, and Safiatou continued to look at the animals. They saw a cheetah, a hyena, many tortoises, crocodiles, snakes, and colorful birds. Safiatou did not like the snakes, but Hadiza and Karami thought they were interesting.

Suddenly they heard an odd noise coming from across the way. Hadiza and Karami turned around, but they saw only a large pool of water. Then Hadiza saw several strange things in the center of the pool.

**Hadiza** : Look! It's a hippopotamus!

In fact, there were three fat hippos in the water. While Sariatou and the children were watching, one came out of the water. The hippo picked up some grass in its huge mouth and chewed it with its large teeth. Its body was big and heavy but its legs were short, and its feet were small. It had tiny eyes and ears.



**Hadiza** : Those hippos make the strangest noises I've ever heard.

**Karami** : They sound like old men laughing when someone has said something funny.

Hadiza and Karami enjoyed seeing all the animals. They wanted to continue, but Sariatou had another idea.

**Sariatou**: Now it's time to look at the exhibits.

### **Exercise 12-1: Answering Questions on the Text**

Answer these questions in complete sentences.

1. What did Aunt Sariatou promise Hadiza and Karami? 2. What did they know about the museum? 3. What did they see in the first cage? 4. Where did Sariatou see the bones? 5. Why were there some bones in the corner? 6. Describe what a hippopotamus looks like. 7. Are you frightened by lions? 8. What animals do you think are interesting? Why?

### **Exercise 12-2: Making Questions About the Text**

Write a question for each answer.

1. Niamey. 2. To the National Museum. 3. Tall green gates. 4. A loud squawk. 5. Monkeys. 6. Two small lion cubs. 7. Old men laughing.

## GRAMMAR

### ● **The Present Perfect Tense of Irregular Verbs**

#### ► Affirmative Examples:

Present Perfect Tense (+ Past Participle (+ Complement))			
a. Hadiza	has	seen	a hippopotamus.
b. They	have	been*	to the museum three times.

I've **been\*** to Agadez twice. = I've **gone** to Agadez twice.

\* In the present perfect tense, the verb **be** has the same meaning as the word **go**.

## ► Negative Examples:

- a. They **have not been** to Agadez.
- b. Cheffou **has not done** his homework.

## ► Interrogative Examples:

- a. **Have** you **eaten** your lunch?
- b. Where **has** Maïmouna **gone**?

### **Explanation**

You must memorize the past participles of irregular verbs. A longer list is in Appendix A (p. 152). Here is a short list of irregular verbs with their irregular forms.

Simple Form	Past Form	Past Participle	Simple Form	Past Form	Past Participle
be	was/were	been	make	made	made
come	came	come	see	saw	seen
eat	ate	eaten	speak	spoke	spoken
find	found	found	swing	swung	swung
have	had	had	take	took	taken
hear	heard	heard	think	thought	thought
know	knew	known			

### **Exercise 12-3: Practicing Irregular Verbs**

Student 1 asks a question and Student 2 answers it, first using the past tense and then using the present perfect tense.

Question: When did you

{ come to school?  
hear your friends talking?  
speak English?  
make noise in class?  
find something?  
take something?  
go to the market?  
have a break?

Answer: { I \_\_\_\_\_ yesterday.  
I've \_\_\_\_\_ many times this week.

### Example:

Student 1: When did you *come to school*?

Student 2: *I came to school yesterday.*

*I've come to school many times this week.*

## ● Superlatives with the Present Perfect Tense

### ► Examples:

- a. They have the **funniest** faces I have ever seen.  
(*Ils ont les visages les plus drôles que j'aie jamais vus.*)
- b. That is the **best** food he has ever tasted.



### Exercise 12-4: Using Superlatives with the Present Perfect Tense

For each item, make one sentence like the example.

#### Example:

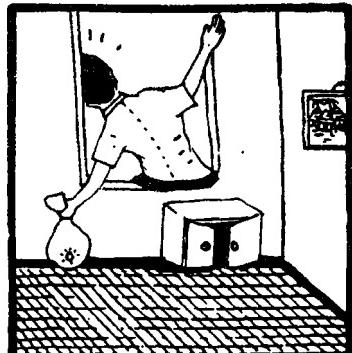
high tree / climb

That is the **highest** tree I've ever climbed.

- 1. busy street / see
- 2. tall building / see
- 3. good food / eat
- 4. dangerous animal / see
- 5. long bridge / cross
- 6. big market / visit
- 7. funny story / hear

## ● The Present Perfect Tense with Just

### ► Examples:



- a. He **has just taken** the money.  
(*Il vient de prendre l'argent.*)



- b. The lions **have just eaten** some meat.  
(*Les lions viennent de manger de la viande.*)

## **Exercise 12-5: Answering Questions with Just**

Answer each question with just and a verb in the present perfect tense.

### **Example:**

Why is the lion not hungry? (eat / some meat)

It has just eaten some meat.

1. Why are you happy? (find / 100,000 francs) 2. Why is Adamou tired? (walk / 40 kilometers) 3. Why is Mrs. Oumarou crying? (hear / a sad story) 4. Why are the students quiet? (break / the director's window) 5. Why are the people getting off the bus? (arrive / Nouakchott) 6. Why is Maradona jumping up and down? (score / a goal) 7. Why is Rabi running? (look at / watch)

## **Fun and Games**

# CHAPTER TWELVE

## Lesson Two

### A Visit to the Museum (Part II)

Hadiza, Karami, and Safiatou went into a large blue and white building. Inside they saw many people standing perfectly still inside big glass boxes. Hadiza and Karami were frightened, but Safiatou laughed.

**Safiatou** : These aren't real people. They're mannequins that show the different costumes of Niger.

Hadiza and Karami saw that Safiatou was right, and they laughed too.

**Karami** : Look at this man! He looks like Molid's grandfather.

He was looking at a man in a Tuareg costume with a big robe and turban. Next to the man was a woman wearing many charms and beautiful silver necklaces.

**Karami** : Molid's grandfather told me he has always worn clothes like that to protect himself from the wind and the sand of the desert.

**Hadiza** : (pointing at the woman) Do you think those charms bring good luck? I've seen women wearing necklaces like those.

**Karami** : I haven't, but I have met people like this.

(He was looking at some mannequins of Bororos dressed in fine costumes. Their faces were painted, and they looked ready for a festival. Hadiza didn't believe her eyes.)

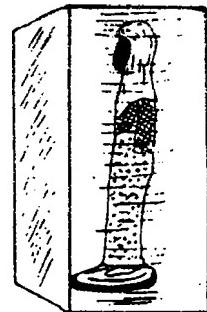
**Hadiza** : Where have you seen people dressed like that? The Bororo wear such beautiful clothes only for special occasions.

The children began to argue. Safiatou got angry. She said that she was going to take them home if they did not stop, so they left the costumes and went to another building. There they found an exhibit of rocks and maps. A sign explained:

There has been uranium in the area of Agadez for millions of years. Many European geologists have come to this area since 1950. They have organized two companies to mine the uranium. Since 1971, these companies have mined thousands of tons of uranium. This industry has brought much money to Niger. The Air School of Mining has trained many qualified Nigerien students to become engineers.



Finally Hadiza, Karami, and Safiatou came to a large building with no front wall where many craftsmen were making blankets and pottery. Others were working with metals and leather, and carving wood. Here they met Safiatou's cousin, Abdou, who was making things with leather. Abdou was very happy to see them and he



answered all of their questions.

**Karami** : Is it difficult to make leather crafts?

**Abdou** : Yes, it was at first, but I have made many wallets and bags. I have gotten better with each one. Practice is very important.

**Karami** : How long have you worked at the Museum?

**Abdou** : I've been here since 1975. I was an apprentice for three years and then I became a true artisan after that.

**Karami** : How many apprentices and artisans have worked here since you started?

**Abdou** : Oh, many. We've often had forty apprentices and sixty craftsmen at one time.

**Karami** : Have you enjoyed working here?

**Abdou** : Yes, very much. I've met people from all parts of Niger. I've spoken with tourists from Europe, America, and Asia. They've bought some of my finest leather crafts. I'm proud to work at the museum.

### Exercise 12-6: Answering Questions on the Text

Answer these questions in complete sentences.

1. Why have Tuaregs always worn big robes and turbans?
2. What tradition do Bororo men have for festivals?
3. How long have geologists been in the Agadez area?
4. How much uranium has been mined since 1971?
5. What were the craftsmen doing at the museum?
6. How long was the leather artisan an apprentice?
7. Why has the leather artisan enjoyed working at the museum?
8. Have you ever visited a museum? Where? What exhibits did you like?

### Exercise 12-7: Making Questions About the Text

Make questions for these answers.

1. In a blue and white building.
2. Charms.
3. Agadez.
4. Engineers.
5. Wallets and bags.
6. Forty apprentices and sixty craftsmen.
7. Europe, America, and Asia.

## GRAMMAR

### More Irregular Verbs

Simple Form	Past Form	Past Participle	Simple Form	Past Form	Past Participle
become	became	become	know	knew	known
bring	brought	brought	meet	met	met
build	built	built	send	sent	sent
buy	bought	bought	stand	stood	stood
do	did	done	teach	taught	taught
get	got	gotten	tell	told	told
give	gave	given	wear	wore	worn
have	had	had	weave	wove	woven

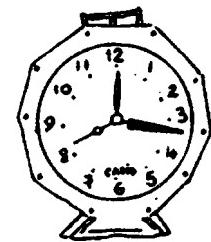
Note: Practice and learn these irregular verbs with Exercise 12-3 in Lesson One of this chapter.

## ● The Present Perfect Tense with Since and For

### ► Examples with For:

- a. They have been at the museum for one hour.  
(Ils sont au musée depuis une heure.)

= { The children are at the museum now.  
+  
They arrived one hour ago.



Question: How long have the children been at the museum?  
Answer: They have been there for one hour.

- b. He has lived in Ouagadougou for three years.

= { Alassane lives in Ouagadougou.  
+  
He moved to Ouagadougou three years ago.

Question: How long has Alassane lived in Ouagadougou?  
Answer: He has lived there for three years.

### Explanation

English uses the present perfect tense to express this idea. French uses the present tense.

### Exercise 12-8: Answering Questions with For

Answer each question with a complete sentence. Use for in each sentence.

#### Example:

How long has Alassane lived in Ouagadougou?  
He has lived in Ouagadougou for three years.

1. How long have you spoken French? 2. How long have you studied English?
3. How long has your history teacher taught in your school? 4. How long have you known how to read?
5. How long has there been a school in your village?
6. How long have you known the director of your school? 7. How long have you had your English book?

### ► Examples with Since:

- a. They have been at the museum since nine o'clock.  
(Ils sont au musée depuis neuf heures.)

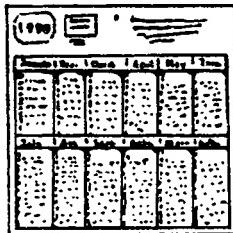
= { The children are at the museum now.  
+  
They arrived at nine o'clock.

Question: Since when have the children been at the museum?  
(How long)

Answer: They have been there since nine o'clock.

b. He has lived in Ouagadougou since 1985.

= { Alassane lives in Ouagadougou.  
+  
He moved to Ouagadougou in 1985.



Question: How long has he lived in Ouagadougou?  
(Since when)

Answer: He has lived there since 1985.

### Exercise 12-9: Answering Questions with Since

Answer each question from Exercise 12-8 with a complete sentence.  
Use since in your answer.

Example:

How long has Alassane lived in Ouagadougou?

He has lived in Ouagadougou since 1990.

### ● For vs. Since

for	{ three minutes two hours five days two weeks a month two years a long time etc.	since	{ two o'clock noon July 17, 1991 1962 last month last week last Tuesday etc.
-----	---	-------	---

### Exercise 12-10: Choosing For or Since

Replace the (X) in each sentence with for or since. (Do not write in this book.)

Examples:

a. Maïmouna has lived in Maradi (X) 1985.

Maïmouna has lived in Maradi since 1985.

b. Maïmouna has lived in Maradi (X) several years.

Maïmouna has lived in Maradi for several years.

1. We have studied English (X) two years.
2. They have studied English (X) 1988.
3. I have been in middle school (X) last year.
4. I have been in middle school (X) two years.
5. He has worked at the bank (X) October.
6. He has worked at the bank (X) eight months.
7. Mrs. Salifou has taught at our school (X) eleven years.
8. Mr. Mahamane has taught at our school (X) 1986.
9. You have known Sani (X) last July.
10. You have known Sani (X) a long time.
11. She has been in Canada (X) many years.
12. They have lived in Tanout (X) last month.

### **Exercise 12-11: Asking and Answering Questions with For and Since**

Student 1 asks a question and Student 2 answers it truthfully.

**Answer:** I've \_\_\_\_\_ { for \_\_\_\_\_.  
since \_\_\_\_\_

### **Example:**

**Student 1:** How long have you been in this room?

**Student 2:** I've been in this room for thirty minutes.

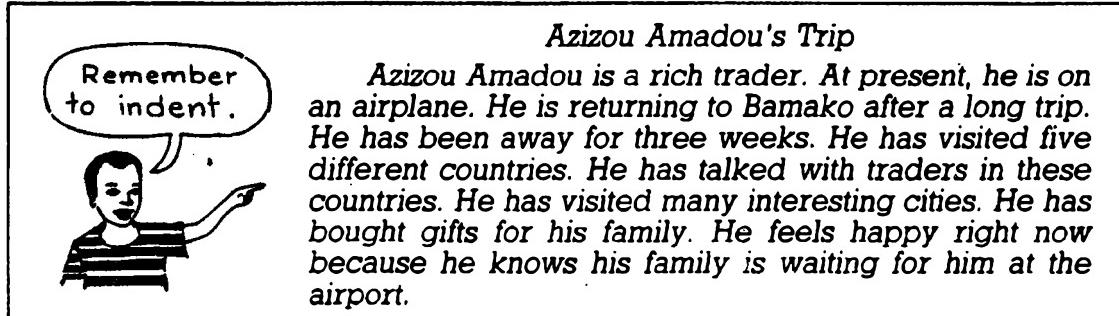
### **Exercise 12-12: Translating French into English**

1. Je viens de prendre le petit déjeuner. 2. Ils sont au stade depuis deux heures. 3. Jusqu'à présent, Hadiza a visité le musée trois fois. (jusqu'à présent = *so far*). 4. C'est la plus belle voiture que j'aie jamais vue. 5. Marie travaille à la banque depuis longtemps. 6. Les garçons viennent de quitter l'école. 7. J'habite à Gouré depuis deux ans. 8. Est-ce qu'il vient de marquer un but? 9. À qui est ce stylo? C'est à elle. 10. Il arrive toujours en retard à l'école.

## WRITING

## ● Guided Paragraph About a Trip

## **Sample Paragraph**



### Exercise 12-13: Making Questions About the Model Paragraph

**Exercise II-16: Making questions ABC**

1. A rich trader. 2. On an airplane. 3. To Bamako. 4. Three weeks. 5. Five.  
6. Traders. 7. Many interesting cities. 8. Gifts. 9. Happy. 10. Because his  
family is waiting for him.

## Exercise 12-14: Studying the Model Paragraph

Discuss these points with your class and your teacher.

1. Where is the title?
2. Where is the indentation?
3. How many times did the writer indent in this paragraph?

## Exercise 12-15: Writing a Guided Paragraph

A paragraph about the National Football Team is started below. Complete the paragraph by answering the questions. Your teacher will begin the exercise on the blackboard.

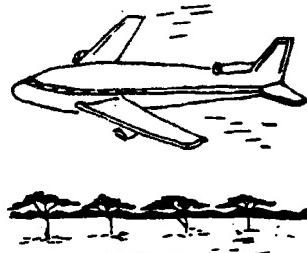
**Important:** You are writing a paragraph. Do **not** number your sentences.

### The Football Team's Trip

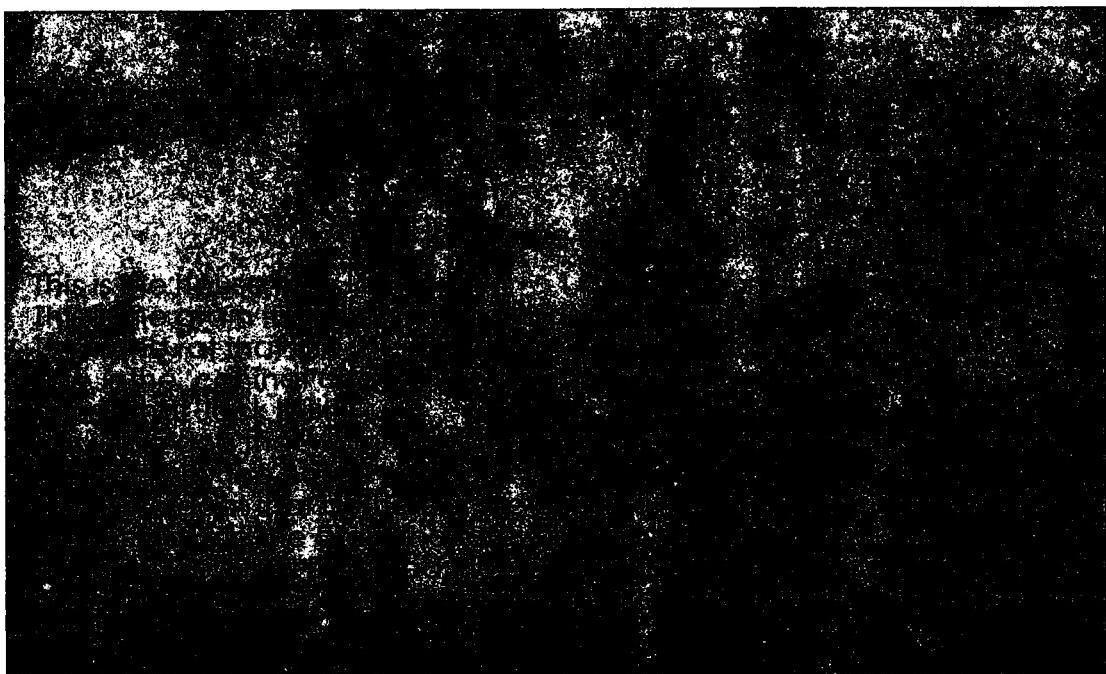
The national football team is on an airplane. They are returning to Dakar after a long trip. They have...

Questions:

1. How long have they been away?
2. How many countries have they visited?
3. How many games have they played?
4. How many games have they won?
5. What other things have they done?
6. What have they bought?
7. How do they feel now? Why?



## Fun and Games



# CHAPTER THIRTEEN

## Lesson One



### Party Preparations

Mohamed was a good student. He worked very hard at school. After he passed his high school entrance exam, he wanted to have a party. His father was a rich trader. He was very happy about Mohamed's success, so he wanted to give his son some money.

- Father** : I'm very proud of you, and I'm going to give you some money for your party. But first, I want to give you some advice. You must continue to study hard. I'm getting old, and it will be up to you to handle the family business. Education is the key to a happy life.
- Mohamed** : Father, I swear that I'll do what you want. I'm your eldest son. I must be an example to my younger brothers and sisters. I will encourage them to work hard.
- Father** : Well, that's all I wanted to tell you. Take this money for the party. Your brothers and sisters will help you spend it wisely.
- Mohamed** : Thank you Father. I've already told them to be ready to help me.

Two days later, Mohamed held a meeting with his sister Halima, his brothers, Rachid and Moussa, and his best friends, Souleymane and Younouss.

- Halima** : Have you bought anything yet?
- Mohamed** : No, not yet. Father has just given me the money.
- Halima** : How much did he give you?
- Mohamed** : Twenty thousand francs.
- Souleymane** : How many people are you going to invite?
- Mohamed** : About thirty.
- Rachid** : You'll have to buy a lot of things. You haven't got enough money. You'll have to ask Father for more.
- Mohamed** : Okay. I suppose you're right, but Father has already gone to bed.



Mohamed left the meeting. He was anxious because he was not sure he could get any more money. He knocked lightly on his father's door.

- Father** : Come in. Oh, Mohamed. What's the matter?  
**Mohamed** : Well Father, we've had a meeting about the party. We've decided that we haven't got enough money to buy everything.  
**Father** : Mohamed, you know that business has been difficult recently. Fortunately, I've saved some money, so I'm able to give you everything you need. But be careful with money! You'll have to learn how to be the head of the family.

Luckily, Mohamed's father gave him fifteen thousand francs more. Mohamed returned to the meeting, and they completed the plans for the party.

### Exercise 13-1: Making Questions about the Text

Make questions for these answers.

1. A party.
2. A rich trader.
3. Some money.
4. Education.
5. A meeting.
6. Thirty-five thousand francs.
7. The head of the family.

## FUNCTION

### ● Talking About Tests

#### The Day of the Test

Gomma and Mahamadou are coming out of science class. They have just taken a big science test.

Mahamadou : How did you do, Gomma?

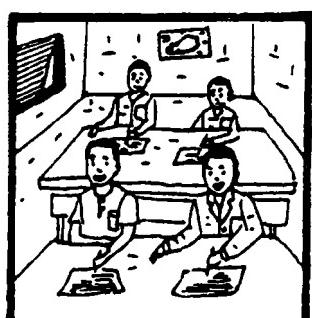
Gomma : I don't know. That test was hard. What about you?

Mahamadou : I'm sure I got a good grade.

#### Useful Expressions

a. They took a test. (to take a test = passer un examen)

b. That test was { easy.  
not too hard.  
hard.



#### When You Get the Test Back from the Teacher

#### Useful Expressions

Question: What did you get on the { math  
science  
English } test?

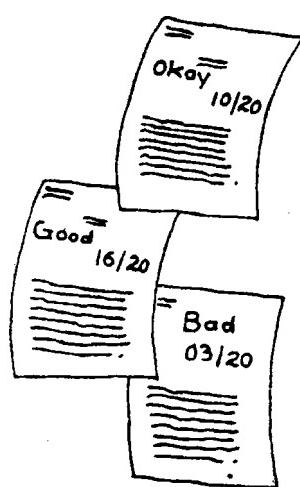
failed it.  $\left(\frac{6}{20}\right)$

just passed it.  $\left(\frac{10}{20}\right)$

got a good grade.  $\left(\frac{14}{20}\right)$

did really well.  $\left(\frac{16}{20}\right)$

got \_\_\_\_\_ over 20.



Answer: I

### ► Examples:

Gomma : I did really well. I got sixteen over twenty!

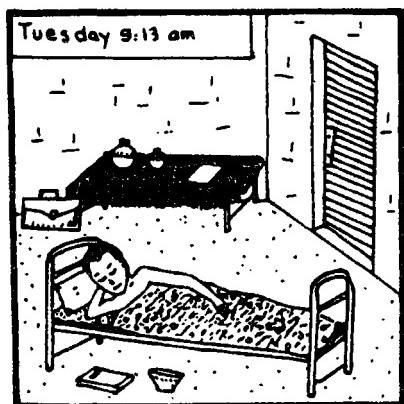
Mahamadou : Good for you!

Adoum : I failed the test. I only got seven over twenty.

Gomma : That's too bad. I'm sure you'll do better next time.

## GRAMMAR

### ● Not ... Yet



It is Tuesday morning. Everybody is in school... except Chaly! He is still sleeping.

- Chaly has **not** gotten up **yet**.  
(Chaly ne s'est pas encore levé.)
- Chaly has **not** done anything **yet** today.  
Note: We can also use **not ... yet** with other tenses.
- Chaly is **not** at school **yet**.  
(Chaly n'est pas encore à l'école.)

### Exercise 13-2: Making Sentences with Not ... Yet

Chaly is still in bed. He has not done anything yet today. Make more sentences about Chaly. Use **not ... yet** and the present perfect tense.

#### Example:

eat breakfast

Chaly **has not eaten** breakfast **yet**.

- listen to the radio
- weed the garden
- read the book he bought yesterday
- mail the letter he wrote yesterday
- open his door
- do his homework
- take his medicine

\* to fail a test = rater un examen

\*\* to pass a test = réussir un examen

## ● Already



It's 10:27.

Aïssatou has been very busy all morning. She has done many things.

- a. She has **already** cleaned the house.  
(*Elle a déjà nettoyé la maison.*)

**Note:** We can also use **already** with other tenses.

- b. Aïssatou is only fourteen, but she can **already** cook very well.

### Exercise 13-3: Making Sentences with **Already**

It's 10:27 a.m., and Aïssatou has been very busy. She has already done many things. Make more sentences about Aïssatou's morning. Use **already** and the present perfect tense.

Example:

buy some mangoes in the market

*She has already bought some mangoes in the market.*

1. clean the compound
2. take her baby to the nurse
3. start a fire for lunch
4. pound yams
5. wash her children's clothes
6. go to the well
7. visit her aunt

## ● Questions with **Yet**

Question: Have you eaten breakfast **yet**?

(*avez-vous déjà pris votre petit déjeuner?*)

Answer: Yes, I have. I have **already** eaten breakfast.

Question: Have you done your homework **yet**?

Answer: No, I have not. I have **not** done it **yet**.

### Exercise 13-4: Writing Sentences With **Already** and **Not ... Yet**

Use the words below to write compound sentences with **but** about Saley. Use the present perfect and **already** then **not ... yet** in each sentence.

Example:

Saley / get up / go to French class

*Saley has gotten up **already**, but he **has not** gone to French class **yet**.*

1. finish the exercise / go out for a break
2. read the book / give it back to the school library
3. get water from the well / water the garden
4. find the pen / write in his notebook
5. go into the classroom / sit down
6. get up / have his breakfast
7. go to bed / shut the door

## ● The Past vs. The Present Perfect

### Past Tense

#### ► Examples:

- a. I **saw** a movie on July 3<sup>rd</sup> last year.  
(When? July 3<sup>rd</sup> last year. The date is important.)
- c. I never **met** Bob Marley.  
(Bob Marley is dead. I will never meet him.)
- e. Alio **lived** in France for three months in 1985.  
(Where does he live now? We do not know.)
- g. Balkissa **read** three books in 1986.  
(1986 is finished. Balkissa cannot read more books in 1986.)
- i. Yacouba **ate** five mangoes yesterday.  
(He cannot eat more mangoes because yesterday is over.)

### Present Perfect Tense

#### ► Examples:

- b. I **have seen** three movies in my life.  
(When? I do not know, or the date is not important.)
- d. I **have never met** the president.  
(The president is alive. Maybe I will meet him tomorrow.)
- f. Zoulaha **has lived** in Tahoua for three years.  
(Where does she live now? She still lives in Tahoua.)
- h. Habibou **has read** three books so far this year.  
(This year is not finished. Maybe he will read more books this year.)
- j. Chatou **has eaten** two mangoes so far today.  
(Today is not finished. Maybe she will eat more mangoes today.)



### Exercise 13-5: Choosing the Simple Past or the Present Perfect

Study the examples in the chart. Copy each sentence below, putting each verb in parentheses in the past tense or the present perfect tense.

#### Examples:

- a. Ousseini (visit) his cousins last month.  
Ousseini **visited** his cousins **last month**.
- b. Ousseini (play) football three times this month.  
Ousseini **has played** football **three times this month**.
- 1. Chaibou (go) to Nouakchott in 1986.
- 2. Aïssa (not, begin) high school yet.
- 3. We (live) here for five years.
- 4. That teacher (teach) in this school since 1979.
- 5. Last year he (leave) his village for Bamako.
- 6. Hadjo and Moussa (get married) three years ago.
- 7. Mohamed (be) very busy all day long, and he is still working now.
- 8. I (not, work) yesterday because I was sick.
- 9. Soumaïla (not, get) the results of his exam yet.
- 10. Fatima (choose) a new dress for the party last week.
- 11. I (never, meet) Jimmy Cliff.
- 12. There (be) a school in this town for many years.



### Exercise 13-6: Practicing Questions and Answers

Student 1 asks a question and Student 2 answers truthfully

Student 1: Have you { eaten breakfast  
eaten lunch  
eaten dinner  
had a siesta  
washed your face  
seen your friends  
gone to French class  
done your homework  
helped your mother } yet?

Student 2: { Yes, I've already \_\_\_\_\_.  
No, I haven't \_\_\_\_\_ yet.

Student 1: Oh! When { did      } you \_\_\_\_\_ ?  
                        will

Student 2: At \_\_\_\_\_  
                        (time)

Examples:

a. Student 1: Have you gone to French class yet?

Student 2: Yes, I have already gone there.

Student 1: Oh! When did you go there?

Student 2: At nine o'clock.

b. Student 1: Have you eaten lunch yet?

Student 2: No, I haven't eaten yet.

Student 1: Oh! When will you eat?

Student 2: At 12:30.

**Exercise 13-7: Answering Questions with Ever and Never**

Write true answers to these questions. Answer each question with two sentences.

Example:

Have you ever cooked rice and okra sauce?

No, I have never cooked rice and okra sauce. My mother always cooks.

or

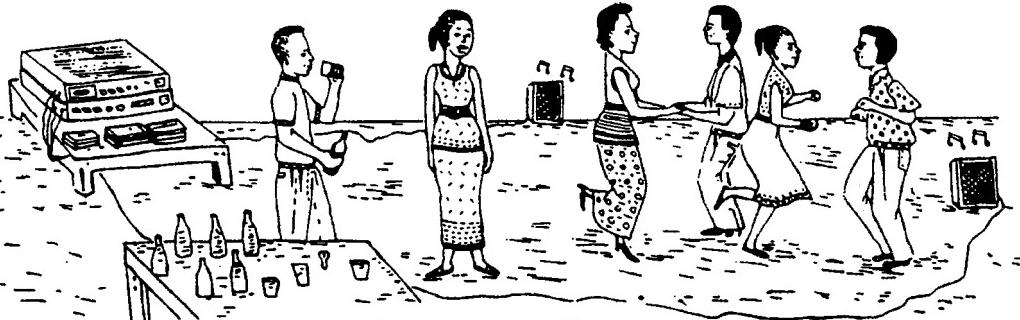
Yes, I have cooked rice and okra sauce many times. My family likes it.

1. Have you ever written a letter in English? 2. Has anyone in your family ever been to Mecca? 3. Have you ever played basketball? 4. Have you ever repaired a bicycle? (repair = réparer) 5. Have you ever planted millet? 6. Have you ever scored a goal? 7. Have you ever been to Mali?

**Fun and Games**

# CHAPTER THIRTEEN

## Lesson Two



### A Fantastic Party

Mohamed's party finally started. All day he and his brothers, sisters, and friends were very busy with the preparations. In the morning they went around town to borrow some chairs and a stereo. They picked up some soft drinks at the store. Some of Mohamed's father's friends roasted a big sheep. Halima and her friends bought cookies and olives. Then they swept the house where the party was going to take place.

At eight o'clock, Mohamed put on his nicest shirt and a pair of jeans. He went to the house and started to welcome the guests. At 9:30 he decided that it was time to begin the party. Souleymane gave a short speech. He made up some jokes and everybody clapped. Then the disc jockey put on a slow song by Nayanka Bell, and Mohamed danced with Binta, his cousin. They were the first ones to dance, but then everybody started dancing.

At ten o'clock the disk jockey was playing some West Indian music. Mohamed and Souleymane talked about it. They called it Zouk Music.

**Mohamed** : Have you ever seen this group on TV?

**Souleymane** : Yes, I have. Is the disc jockey going to play any reggae music?

**Mohamed** : I hope so. I've asked him to play *Get Up, Stand Up* by Bob Marley, but he hasn't put it on yet.

**Souleymane** : What about some rock'n'roll?

**Mohamed** : He's already played a song by Michael Jackson. If you want, you can pick out some songs for him to play.

**Souleymane** : Have you ever seen Zaïko Langa Langa on TV? Let's ask him to play one of their songs.

But Mohamed was not listening. He was looking at the door. A beautiful girl was just walking in. All the boys turned to look at her.

**Mohamed** : Look at that girl. Who is she?

**Souleymane** : Oh, that's Safia. She's Boureïma's cousin. She has been at a high school in Bamako, where her aunt lives. Now she's back home for the vacation.

**Mohamed** : She's the most beautiful girl I've ever seen!

- Souleymane** : She's the smartest you'll ever meet, too. She passed her exam with seventeen over twenty! She's the best student in her class.
- Mohamed** : Wow! Will you introduce me to her?
- Souleymane** : Sure, but she's already got a boyfriend. Don't get your hopes up. Safia, come over here! My friend Mohamed wants to meet you. This is his party — he's just passed his exam.
- Safia** : Hello, Mohamed. Congratulations on your exam.
- Mohamed** : Thank you.
- Safia** : I'm sorry I'm late. I've been to two other parties. There are a lot of parties in town tonight.
- Mohamed** : I'm glad you've come. Will you dance with me, Safia?
- Safia** : Of course. Let's go! This is the best party I've been to tonight.

Later, Mohamed talked to Souleymane again.

- Mohamed** : I want to find out where Safia lives..
- Souleymane** : Give up, Mohamed. I told you she already has a boyfriend!
- Mohamed** : I don't care. I've never met such a nice girl.
- Souleymane** : Okay, but she'll turn you down, Mohamed.

At three o'clock in the morning, the party ended. The disc jockey shut off the music, and Mohamed, Souleymane, and the others put away the chairs. They were tired, but they were very happy. Everybody said that Mohamed's party was a huge success.

**Mohamed** : Let's go home everybody. We can clean up tomorrow.

### **Exercise 13-8: Answering Questions on the Text** Answer these questions in complete sentences.

1. What did Mohamed and his brothers and sisters do all day? 2. When did Mohamed start to welcome his guests? 3. Who gave a short speech at the beginning of the party? 4. What sort of music does Souleymane want the disc jockey to play? 5. Why was Mohamed not listening to Souleymane? 6. Describe Safia. 7. How many parties has Safia been to? 8. Why does Souleymane think Safia will turn Mohamed down? 9. What should Mohamed do in order to interest Safia? 10. Do you know some other kinds of music that are not mentioned in the story?

## **GRAMMAR**

### ● **Separable and Non-Separable Two-Word Verbs**

#### ► Examples:

- a. They have turned off the radio. = They have turned the radio off.
- b. He picked up some soft drinks. = He picked some soft drinks up.

## **Explanation of Non-Separable Two-Word Verbs**

Last year you learned some two-word verbs like *look at* (*regarder*) and *listen to* (*écouter*). *Look at* and *listen to* are **non-separable** two-word verbs.

**Correct:** She was **listening to** the music.

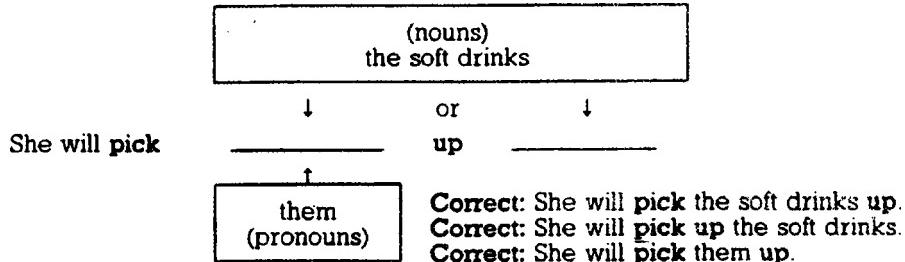
**Correct:** She was **listening to it**.

## **Non-Separable Two-Word Verbs**

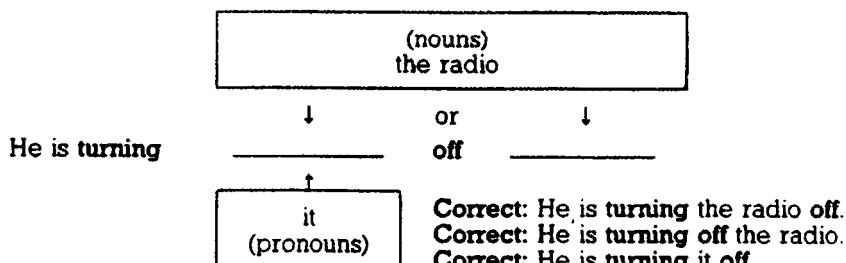
<b>Verb</b>	<b>Translation</b>	<b>Example</b>
call on	(rendre visite à)	Mohamed <b>called on</b> Safia last week.
come across	(rencontrer par hasard)	He <b>came across</b> an old friend in the market.
find out	(découvrir)	Mohamed <b>will find out</b> where Safia lives.
find out	(se renseigner sur)	Mohamed <b>wants to find out</b> about Safia.
get in	(monter)	The passengers <b>got in</b> the car.
get on	(monter dans un grand véhicule)	The passengers <b>get on</b> the bus.
get off	(descendre de)	The man <b>got off</b> the plane.
listen to	(écouter)	They <b>listened to</b> the radio.
look after	(soigner, s'occuper de)	A nurse <b>looks after</b> sick people.
look at	(regarder)	Why are you <b>looking at</b> me?
look for	(chercher)	He is <b>looking for</b> his sandals.
pass away	(mourir)	His grandfather <b>passed away</b> two years ago.
point at	(montrer du doigt)	She is <b>pointing at</b> the blackboard.
show up	(apparaître, se présenter)	He <b>will show up</b> in a few minutes.
wait for	(attendre)	What are you <b>waiting for</b> ?

## **Explanation of Separable Two-Word Verbs**

Other two-word verbs like *pick up* and *turn off* are **separable** two-word verbs. We can separate the two words.



Similarly:



## Separable Two-Word Verbs

<u>Verb</u>	<u>Translation</u>	<u>Example</u>
bring up	(élever)	His aunt has <b>brought him up</b> since his father died.
clean up	(nettoyer)	He is <b>cleaning the room up</b> after the party.
cross out	(barrer)	The students <b>crossed</b> their mistakes <b>out</b> .
give up	(abandonner)	He <b>gave cigarettes up</b> two months ago.
leave out	(omettre)	The sauce was terrible because I <b>left the salt out</b> .
look up	(chercher)	You can <b>look this word up</b> in the back of the book.
make up	(inventer)	That's not a true story. He <b>made it up</b> .
pay back	(rembourser)	She <b>paid her friend back</b> the money she borrowed.
pick out	(choisir)	You can <b>pick a good song out</b> for her.
pick up	(prendre)	I am <b>picking the ruler up</b> .
put away	( ranger)	They <b>put the chairs away</b> after the party.
put on	(mettre)	He <b>put a new shirt on</b> .
see off	(voir quelqu'un partir)	We <b>saw our friend off</b> at the airport.
take off	(enlever)	Please <b>take your hat off</b> in the classroom.
think over	(considérer)	He is <b>thinking the problem over</b> .
turn down	(évincer)	Safia turned Mohamed <b>down</b> .
turn off	(éteindre, arrêter)	Please <b>turn the radio off</b> . I want to go to sleep.
turn on	(allumer, mettre en marche)	Please <b>turn the radio on</b> . I want to hear the news.
write down	(copier)	The students are <b>writing the sentences down</b> .

### Exercise 13-9: Using Pronouns With Separable Two-Word Verbs

Change the underlined nouns to pronouns and make other necessary changes.

#### Examples:

a. He is making up the story.  
He is making it up.

b. She will put on a dress.  
She will put it on.

1. They are picking up the desks.
2. The disc jockey will put on a new song.
3. Put those notebooks away.
4. You must cross out the mistakes in the dictation.
5. Safia will turn down Mohamed.
6. Souleymane has put away the chairs.
7. I gave up cigarettes two years ago.
8. Ali brought up his little sister in Zinder.
9. When a friend goes on a trip, you should see that friend off.
10. He left out the articles in the sentence.
11. When are you going to pay back Hamidou?
12. He always thinks over problems.

### Exercise 13-10: Completing Sentences with Separable Two-Word Verbs

In each sentence, choose a two-word verb from the list above.  
Replace each (X) with a word. Use pronouns when possible.

#### Example:

It's hot, and Ali is wearing a coat. He is going to take (X) (X).  
It's hot, and Ali is wearing a coat. He is going to take it off.

1. Amadou bought a new shirt. He will put (X) (X) tomorrow. 2. The light was off. He turned (X) (X) when he entered the room. 3. He does not know the meaning of that word. He is going to look (X) (X). 4. Alio's story is funny. He made (X) (X) with the help of his father. 5. Idi's hat is too big for him. The teacher will tell him to take (X) (X). 6. They offered Idi more food. He turned (X) (X) because he was fat. 7. Smoking is not good for you. You must give (X) (X). 8. I want to have only two children, so I can bring (X) (X) easily. 9. There are some sentences on the blackboard. Write (X) (X). 10. It's eight o'clock, and I want to watch the news on television. Go and turn (X) (X).

### Exercise 13-11: Translating French into English

1. Je n'ai jamais menti à mes parents. 2. Kataki est l'homme le plus fort que j'aie jamais vu. 3. Avez-vous déjà travaillé dans un champ ? 4. Elles n'ont pas encore balayé la salle de classe. 5. Il vit ici depuis 1962. 6. Ils n'ont pas encore copié la leçon. 7. Garba et Alio ont déjà quitté l'école. 8. Ils sont en train d'attendre leur ami. 9. Il choisira le meilleur travail. 10. Je barre toujours mes erreurs au stylo rouge.

## WRITING

### Writing About a Party

#### Exercise 13-12: Writing About a Party

Write a paragraph about a party that you have attended. Answer the following questions in your paragraph. Remember, this is a paragraph, so do not number your sentences.

Questions:

1. When did you go to a big party?
2. Who gave the party?
3. Why did this person give the party?
4. Who was there?
5. Who gave a speech? What did he / she say?
6. What kind of food and drinks were there?
7. What kind of music did they play?
8. Who danced?
9. How did everybody feel?
10. What time did everybody go home?

## Fun and Games

# APPENDIX A

## Irregular Verbs

### Simple Verb

be  
beat  
become  
begin  
bite  
blow  
break  
bring  
build  
buy  
catch  
choose  
come  
cost  
cut  
dig  
do  
draw  
drink  
drive  
eat  
fall  
feel  
fight  
find  
fly  
forget  
forgive  
get  
give  
go  
grow  
have  
hear  
hit  
hold  
hurt  
keep  
know  
lead  
leave  
lie  
lie  
lose  
make  
meet  
pay  
put  
read  
ride  
rise  
run  
say  
see  
sell

### Past Form

was / were  
beat  
became  
began  
bit  
blew  
broke  
brought  
built  
bought  
caught  
chose  
came  
cost  
cut  
dug  
did  
drew  
drank  
drove  
ate  
fell  
felt  
fought  
sound  
flew  
forgot  
forgave  
got  
gave  
went  
grew  
had  
heard  
hit  
held  
hurt  
kept  
knew  
lead  
left  
lied  
lay  
lost  
made  
met  
paid  
put  
read  
rode  
rose  
ran  
said  
saw  
sold

### Past Participle

been  
beaten  
become  
begun  
biten  
blown  
broken  
brought  
built  
bought  
caught  
chosen  
come  
cost  
cut  
dug  
done  
drawn  
drunk  
driven  
eaten  
fallen  
felt  
fought  
found  
flown  
forgotten  
forgiven  
got / gotten  
given  
gone  
grown  
had  
heard  
hit  
held  
hurt  
kept  
known  
lead  
left  
lied  
lain  
lost  
made  
met  
paid  
put  
read  
ridden  
risen  
run  
said  
seen  
sold

### Translation

être  
battre, frapper  
devenir  
commencer  
mordre  
souffler  
casser  
amener, apporter  
construire  
acheter  
attraper, saisir  
choisir  
venir  
coûter  
couper  
creuser  
faire  
dessiner  
boire  
conduire  
manger  
tomber  
sentir  
se battre  
trouver  
voler  
oublier  
pardonner  
obtenir, avoir  
donner  
aller, partir  
pousser, grandir  
avoir  
entendre  
frapper, taper  
tenir  
blesser  
garder  
savoir, connaître  
mener  
laisser, quitter  
mentir  
se coucher  
perdre  
faire  
rencontrer  
payer  
mettre, poser  
lire  
monter, conduire  
se lever  
courir  
dire  
voir  
vendre

send	sent	sent	envoyer
sew	sewed	sewn	coudre
shake	shook	shaken	s'asseoir
show	Showed	shown	montrer
sit	sat	sat	s'asseoir
sing	sang	sung	chanter
sleep	slept	slept	dormir
smell	smelt	smelt	sentir
speak	spoke	spoken	parler
spend	spent	spent	dépenser
stand	stood	stood	se tenir debout
steal	stole	stolen	voler
stick	stuck	stuck	coller, s'attacher
strike	struck	struck	frapper
sweep	swept	swept	balayer
swim	swam	swum	nager
swing	swung	swung	se balancer
take	took	taken	prendre
teach	taught	taught	enseigner
tear	tore	torn	déchirer
tell	told	told	dire
think	thought	thought	penser
throw	threw	thrown	jeter
understand	understood	understood	comprendre
wake	woke	woken	se réveiller
wear	wore	worn	porter
weave	wove	woven	tisser
weep	wept	wept	pleurer
win	won	won	gagner
wind	wound	wound	remonter
write	wrote	written	écrire

## GLOSSARY

Word	French Translation	Lesson	Word	French Translation	Lesson
► A					
(to be) able to	pouvoir.....	13-1	to amuse	amuser .....	5-3
about	autour de, auprès de, ou sujet de, environ .....	7-1	an ancestor	un ancêtre .....	4-1
across	à travers .....	5-2	angry	fâché .....	3-2
an action	une action .....	1-1	an animal	un animal .....	2-2
activity	activité .....	9-2	another	un(e) autre .....	1-2
to add	ajouter .....	2-1	to answer	répondre .....	3-2
to admire	admirer .....	9-2	an antenna	une antenne .....	4-2
an adult	un adulte .....	8-2	anxious	inquiet, soucieux .....	13-1
an adventure	une aventure .....	10-1	anymore	ne... plus .....	8-2
adverbial	adverbial(e) (une locution) .....	1-2	an ap tchake	un coup de pied de karaté .....	10-1
advice	un conseil .....	9-1	apart	à part, de côté .....	7-2
affirmative	affirmatif .....	1-1	to appear	apparaître .....	2-1
to afford	avoir les moyens de .....	7-1	to applaud	applaudir .....	10-1
(to be) afraid of	avoir peur de .....	7-1	an apprentice	un apprenti .....	12-2
against	contre, vers .....	10-2	an area	une région .....	12-2
age	âge .....	3-1	to argue	discuter, débattre .....	12-1
ago	il y a .....	2-1	an argument	une dispute .....	3-1
to agree	être d'accord .....	2-2	arid	aride .....	8-1
agricultural	agricole .....	7-1	to arrange	arranger .....	3-2
ahead	en avant .....	1-1	an arrow	une flèche .....	8-1
air	air .....	8-1	an artisan	un artisan .....	12-2
an airline	une ligne aérienne .....	11-2	to ask for	demander .....	5-1
alive	en vie, vivant .....	3-2	as much as	autant... que .....	8-1
all	tous, tout, toute, toutes .....	1-2	asleep	endormi .....	5-2
all over	partout .....	7-1	an assistant	un adjoint .....	11-1
almost	presque .....	2-1	to attack	attaquer .....	3-2
along	le long de .....	6-1	auxiliary	auxiliaire .....	6-1
already	déjà .....	11-1	awake	éveillé .....	9-1
			away	loin, plus loin, au loin .....	4-2

<b>back</b>	<i>de retour, en arrière</i>	3-1	<b>c tah</b>	<i>un guépard</i>	12-1
<b>bad</b>	<i>mauvais</i>	3-2	<b>mâcher</b>		12-1
<b>badly</b>	<i>mal</i>	3-2	<b>Chinois</b>		10-1
<b>a bag</b>	<i>un sac</i>	2-1	<b>un choix</b>		9-1
<b>a balanced diet</b>	<i>un régime équilibré</i>	9-2	<b>choisir</b>		3-1
<b>a bank</b>	<i>une banque</i>	1-1	<b>une cigarette</b>		6-2
<b>a bar</b>	<i>une barre</i>	12-1	<b>une mairie</b>		1-1
<b>to bathe</b>	<i>(se) baigner</i>	9-1	<b>battre des mains</b>		8-1
<b>a bathroom</b>	<i>une salle de bains</i>	5-2	<b>propre</b>		9-1
<b>a beach</b>	<i>une plage</i>	11-2	<b>nettoyer</b>		13-2
<b>a bean cake</b>	<i>une galette de haricots</i>	9-2	<b>clair</b>		3-2
<b>to beat</b>	<i>battre</i>	10-2	<b>clairement</b>		3-2
<b>to become</b>	<i>devenir</i>	4-1	<b>un commis</b>		1-2
<b>a (seed) bed</b>	<i>une planche</i>	7-2	<b>malin</b>		4-1
<b>the beginning</b>	<i>le commencement, le début</i>	10-2	<b>un climat</b>		8-1
<b>to believe</b>	<i>croire</i>	12-2	<b>grimper</b>		4-2
<b>to belong to</b>	<i>appartenir à</i>	4-1	<b>une clinique</b>		1-1
<b>best</b>	<i>le meilleur, la meilleure, le mieux</i>	11-2	<b>près, de près, près de</b>		7-2
<b>a best friend</b>	<i>un meilleur ami</i>	8-1	<b>nuageux</b>		8-2
<b>better</b>	<i>meilleur, mieux</i>	10-1	<b>un indice</b>		5-2
<b>to bite</b>	<i>mordre</i>	9-1	<b>la côte</b>		8-1
<b>a blanket</b>	<i>une couverture</i>	5-3	<b>une blouse</b>		1-2
<b>blood</b>	<i>sang</i>	3-2	<b>cacao</b>		8-1
<b>a blouse</b>	<i>un chemisier</i>	6-2	<b>une noix de coco</b>		4-2
<b>to blow</b>	<i>souffler</i>	3-2	<b>rencontrer par hasard</b>		13-2
<b>a boat</b>	<i>un bateau</i>	1-2	<b>entrer</b>		5-2
<b>a body</b>	<i>un corps</i>	3-2	<b>allons !</b>		1-1
<b>a bone</b>	<i>un os</i>	12-1	<b>un magazine de bandes dessinées</b>		5-3
<b>Bororo</b>	<i>Bororo</i>	12-2	<b>une communauté</b>		7-2
<b>to borrow</b>	<i>emprunter</i>	5-1	<b>une société</b>		8-2
<b>a boas</b>	<i>un patron</i>	10-1	<b>comparatif</b>		8-1
<b>both</b>	<i>tous les deux</i>	10-2	<b>comparer</b>		11-1
<b>to bother</b>	<i>s'inquiéter</i>	2-2	<b>se plaindre</b>		7-1
<b>a boubou</b>	<i>un boubou</i>	5-2	<b>un complément</b>		3-1
<b>a bow</b>	<i>un arc</i>	8-1	<b>compléter</b>		2-1
<b>to break down</b>	<i>tomber en panne</i>	5-1	<b>complexe</b>		7-2
<b>a bridge</b>	<i>un pont</i>	12-1	<b>une condition</b>		1-2
<b>brightly-colored</b>	<i>brillamment coloré</i>	12-1	<b>féliciter</b>		4-2
<b>to bring</b>	<i>apporter</i>	3-1	<b>félicitations</b>		13-2
<b>a bucket</b>	<i>un seau</i>	7-2	<b>construire</b>		2-1
<b>a building</b>	<i>un bâtiment</i>	1-1	<b>un bâtiment</b>		2-1
<b>bumpy</b>	<i>cahoteux, défoncé</i>	6-1	<b>continuer</b>		13-1
<b>to burn</b>	<i>brûler</i>	11-1	<b>une contraction</b>		1-1
<b>a bush</b>	<i>un buisson</i>	3-1	<b>un cuisinier</b>		3-2
<b>the bush</b>	<i>la brousse</i>	4-1	<b>un biscuit</b>		13-2
<b>a bush taxi park</b>	<i>un parking pour taxis de brousse</i>	6-1	<b>une copie</b>		5-1
<b>busily</b>	<i>activement</i>	3-2	<b>copier</b>		1-1
<b>a business</b>	<i>une affaire</i>	13-1	<b>un coin</b>		1-1
<b>busy</b>	<i>occupé</i>	1-2	<b>exact, correct</b>		1-2
<b>a butcher</b>	<i>un boucher</i>	2-2	<b>coûter</b>		1-2
<b>by</b>	<i>par, de, sur, près de, auprès de, à côté de, en</i>	5-2	<b>un costume</b>		12-2
<b>► C</b>			<b>prétérit de can</b>		4-1
<b>a cage</b>	<i>une cage</i>	12-1	<b>un conseil</b>		1-2
<b>a calendar</b>	<i>un calendrier</i>	2-1	<b>compter</b>		5-3
<b>to call a meeting</b>	<i>demandeur une réunion</i>	7-1	<b>un comptoir</b>		1-2
<b>to call on</b>	<i>rendre visite à</i>	13-2	<b>courageux</b>		3-1
<b>to calm down</b>	<i>se calmer</i>	7-1	<b>courageusement</b>		4-1
<b>careful</b>	<i>soigneux</i>	3-2	<b>une vache</b>		8-2
<b>(to be) careful</b>	<i>faire attention</i>	5-2	<b>un art</b>		12-2
<b>carefully</b>	<i>soigneusement</i>	3-2	<b>un artisan</b>		6-2
<b>careless</b>	<i>négligent</i>	3-2	<b>un crocodile</b>		12-1
<b>carelessly</b>	<i>négligemment</i>	3-2	<b>une récolte</b>		7-1
<b>to carve</b>	<i>sculpter</i>	12-2	<b>traverser</b>		5-2
<b>to celebrate</b>	<i>célébrer</i>	2-1	<b>une foule</b>		4-1
<b>a center</b>	<i>un centre</i>	4-1	<b>pleurer</b>		1-2
<b>a centimeter</b>	<i>un centimètre</i>	10-2	<b>un linceau</b>		3-1
<b>a ceremony</b>	<i>une cérémonie</i>	2-2	<b>une indication, un support</b>		11-2
<b>a chance</b>	<i>une occasion</i>	9-2			
<b>a change</b>	<i>un changement</i>	1-1			
<b>to change</b>	<i>changer</i>	2-1			
<b>to charge</b>	<i>charger</i>	9-1			
<b>a charm</b>	<i>un gris-gris</i>	6-2			
<b>charm</b>	<i>le charme</i>	11-1			
<b>to chase</b>	<i>chasser</i>	2-2			

a decision	une décision .....	1-2	to fail	échouer .....	13-1			
deep	profond .....	7-2	to fall asleep	s'endormir .....	5-2			
deeper	plus profond .....	10-2	to fall down	tomber par terre .....	3-1			
dense	dense, épais .....	8-1	famous	célèbre .....	4-1			
to depart	quitter .....	11-1	a fan	un ventilateur .....	5-3			
to describe	décrire .....	6-1	fantastic	fantastique .....	13-2			
determined	résolu .....	10-2	far	loin .....	1-1			
to develop	développer .....	9-2	far-away	lointain .....	11-2			
a diagram	un graphique, un schéma .....	6-1	farthest	plus loin .....	10-1			
a dialogue	un dialogue .....	2-2	fast	le plus éloigné .....	11-			
to die	mourir .....	3-2	faster	vite .....	3-			
a diet	un régime, une alimentation .....	9-2	fat	plus vite .....	10-			
difference	différence .....	10-2	a faucet	gros .....	10-			
to dig	creuser .....	7-2	a favor	un robinet .....	5-			
a direction	une direction .....	1-2	favorite	une faveur .....	5-			
directions	instructions .....	1-1	a feast	préféré .....	2-2			
a director	un directeur .....	2-1	a feather	un festin, une fête .....	2-1			
dirty	sale .....	8-2	to feel	une plume .....	12-1			
a disc jockey	un « disk jockey » .....	13-2	feet	sentir .....	1-1			
a disco	une discothèque .....	11-2	a festival	les pieds .....	12-1			
to discuss	discuter, débattre .....	1-2	to fight	un festival .....	12-2			
a distance	une distance .....	10-1	a fighter	se battre .....	3-2			
a distributor	un distributeur .....	11-1	a film	un combattant .....	10-1			
a district officer	un sous-préfet .....	7-1	finally	un film .....	6-1			
down	bas, en bas .....	12-1	to find out	enfin, finalement .....	3-2			
to draw	tirer, dessiner .....	3-2	to find out about	découvrir .....	13-2			
a dream	un rêve .....	2-1	fine	se renseigner sur .....	13-2			
to dress	habiller .....	12-2	first of all	beau .....	12-2			
a driver	un chauffeur .....	3-2	a fisherman	tout d'abord .....	9-1			
to drop	laisser tomber .....	1-2	a flag	un pêcheur .....	8-1			
a drought	une sécheresse .....	7-1	flowery	un drapeau .....	1-1			
dry	sec .....	7-2	to fly	fleur .....	10-2			
duration	une durée .....	7-2	following	voler .....	11-2			
during	pendant .....	1-2	food aid	suivant, prochain .....	11-2			
dust	la poussière .....	8-2	a football field	assistance alimentaire .....	7-1			
<b>► E</b>								
each other	pronon réfléchi : nous, vous, se, l'un à l'autre .....	9-2	a forest	un terrain de football .....	1-2			
easily	facilement .....	3-2	forever	une forêt .....	3-1			
easy	facile .....	3-2	to forget	pour toujours, à jamais .....	10-2			
an edge	un bord .....	6-1	a form	oublier .....	3-1			
education	l'éducation, l'enseignement ..	13-1	to form	une forme .....	9-1			
eldest	l'aîné .....	13-1	fortunately	former .....	2-1			
electricity	l'électricité, le courant ..	6-1	to frighten	heureusement .....	13-1			
else	autre, ailleurs .....	5-1	frightened	épouvanter, effrayer .....	1-2			
embarrassed	embarrassé, gêné .....	11-2	frigid	effrayé .....	3-2			
an emergency	une urgence .....	7-1	to fry	froid, glacial .....	8-1			
to encourage	encourager .....	9-2	Fulani	frire .....	2-2			
an enemy	un ennemi .....	10-1	fun	Peul .....	8-2			
energy	l'énergie .....	9-2	funny	amusant .....	9-1			
an engineer	un ingénieur .....	12-2	furious	drôle .....	12-1			
to enjoy	jouir de, s'amuser .....	6-1	furiously	fureux .....	3-2			
enough	assez .....	5-1	<b>► G</b>					
entrails	les entrailles .....	2-2	a game	un jeu .....	3-2			
an entrance	une entrée .....	5-2	a gate	une porte, un portail .....	12-1			
European	Européen .....	12-2	to gather	ramasser .....	7-2			
ever	jamais .....	11-1	general	général .....	1-1			
everything	tout .....	4-2	geography	géographie .....	12-1			
exactly	exactement .....	10-2	a geologist	un géologue .....	12-2			
to examine	examiner .....	1-2	to get (one's)	avoir des espoirs .....	13-2			
an example	un exemple .....	1-1	hopes up	rentrer, aller chez soi .....	5-2			
except	sauf .....	13-1	to get home	monter dans .....	13-2			
an exception	une exception .....	1-2	to get in	descendre de .....	13-2			
excited	agité, excité .....	5-1	to get off	monter dans .....	13-2			
excitement	l'émoi .....	10-1	to get on	venir ici .....	7-2			
exciting	passionnant .....	10-1	to get over here	se préparer .....	5-2			
to exclaim	s'exclamer .....	5-3	to get ready	tomber malade .....	9-2			
excuse me	excusez-moi .....	12-2	to get sick	se lever .....	10-1			
exercise	exercice .....	9-1	to get up	un cadeau .....	5-3			
exhausted	épuisé .....	10-1	a gift	une girafe .....	8-2			
an exhibit	une exposition .....	12-1	a giraffe	abandonner .....	13-2			
an expert	un expert .....	7-1	to give up	content .....	13-2			
to explain	expliquer .....	6-1	glad	verre .....	12-2			
to express	exprimer .....	1-1	glass	se promener .....	5-3			
an expression	une expression .....	1-2	to go around (town)	retourner .....	1-2			
<b>► F</b>								
a face	un visage .....	8-2	to go back	descendre .....	1-2			
			to go down	sortir .....	8-1			
			to go out					

to go out with	sortir avec	5-3
to go over to	passer à	12-1
to go up	monter	1-2
a goal	un but	2-1
a goalkeeper	un gardien de but	2-1
a goat	une chèvre	6-2
God	Dieu	2-1
good	bon	3-2
goods	marchandises	8-2
to grab	empoigner	10-1
a grain	un grain	2-2
grammar	grammaire	1-1
grass	herbe	2-2
a graveyard	un cimetière	11-1
great	grand	10-1
a great number	un grand nombre	4-1
to greet	saluer	4-1
the ground	la terre	10-1
a group	un groupe	13-2
a guava	une goyave	9-2
a guest	un invité	13-2
► H		
a habit	une habitude	9-2
habitual	habituel	1-1
halfway	à mi-chemin	3-1
to hand	passer, transmettre	7-2
handicraft	artisanat	6-2
to handle	manier	13-1
handsome	beau	3-1
to happen	se poser	5-3
happier	plus heureux que	10-1
happily	heureusement	3-2
happy	heureux, content	3-2
hard	dur, avec force	3-2
harder	plus dur	10-2
a hare	un lièvre	4-1
a harvest	une moisson	7-1
to hate	hair	1-2
to have a good time	s'amuser	5-2
the head of	le chef de	13-1
healthy	bien portant, en bonne santé	5-3
a heart		
heavy	un cœur	10-2
height	lourd	10-1
hers	la hauteur	10-2
herself	le sien, la sienne, les siens, les siennes	4-1
to hide	se, elle-même	9-2
a hill	cacher	3-2
himself	une colline	1-2
a hint	se, lui-même	9-2
a hippo	une allusion, un conseil, une suggestion	8-2
a hippopotamus	un hippopotame	12-1
his	un hippopotame	4-1
to hit	le sien, la sienne, les siens, les siennes	4-1
a hoe	frapper	4-2
to hold a meeting	une houe	7-2
to hold a meeting with	tenir une réunion	4-1
a hole	se réunir avec	13-1
a holiday	un trou	7-2
a home	un congé, un jour férié	2-2
homesick	une maison	4-1
(to be) homesick	nostalgique	11-1
to hope	avoir le mal du pays	11-1
a horn	espérer	6-2
horrible	une corne	8-2
a hotel	horrible, affreux	7-1
how long	un hôtel	5-2
huge	(depuis) combien de temps	12-2
humid	immense, vaste, énorme	4-2
hundreds of	humide	8-1
to hunt	des centaines de	1-2
a hunter	chasser	4-2
	un chasseur	4-1
► I		
	I don't care.	
identical		
imagination		
important		
to improve		
in fact		
in the old days		
to include		
indefinite		
to indent		
an indentation		
an Indian love movie		
to indicate		
individual		
an industry		
inexpensive		
inside		
intelligent		
intelligently		
(to be) interested in		
interrogative		
invariable		
an invitation		
irregular		
an island		
It's up to you.		
an item itself		
► J		
jeans		
jewelry		
a job		
a joke		
joy		
juice		
to jump rope		
just		
just then		
► K		
karate		
to keep		
to keep ... out of		
keep going		
to keep on ...ing		
a key		
a khaki		
a kick		
to kill		
a kilogram		
a kind		
kind		
a king		
Kung Fu		
► L		
a lamp		
large		
last		
later		
leather		
to leave alone		
to leave something		
a lecture		
left		
to lend		
length		

► I	
I don't care.	cela m'est égal, je m'en fiche .....
identical	identique .....
imagination	imagination .....
important	important .....
to improve	améliorer .....
in fact	en effet .....
in the old days	dans l'ancien temps, autrefois .....
to include	inclure .....
indefinite	incertain, indéfini .....
to indent	renforcer .....
an indentation	un renforcement .....
an Indian love movie	un film d'amour hindou .....
to indicate	indiquer .....
individual	individuel .....
an industry	une industrie .....
inexpensive	pas cher, peu coûteux .....
inside	à l'intérieur, dedans .....
intelligent	intelligent .....
intelligently	intelligemment .....
(to be) interested in	s'intéresser à .....
interrogative	interrogatif .....
invariable	invariable .....
an invitation	une invitation .....
irregular	irrégulier .....
an island	une île .....
It's up to you.	c'est à vous de, il vous appartient de .....
an item itself	un article, un détail .....
	se, lui-même, elle-même, soi-même .....
► J	
jeans	jeans .....
jewelry	bijouterie .....
a job	un travail, un ouvrage .....
a joke	une plaisanterie, une blague .....
joy	joie .....
juice	jus .....
to jump rope	sauter à la corde .....
just	juste .....
just then	à ce moment .....
► K	
karate	karaté .....
to keep	garder .....
to keep ... out of	empêcher de venir, ne pas admettre .....
keep going	continuer .....
to keep on ...ing	continuer à .....
a key	une clé .....
a khaki	un kaki .....
a kick	un coup de pied .....
to kill	tuer .....
a kilogram	un kilogramme .....
a kind	un genre, une sorte .....
kind	bienveillant, gentil .....
a king	un roi .....
Kung Fu	Kung-fu .....
► L	
a lamp	une lampe .....
large	grand .....
last	dernier, passé .....
later	plus tard .....
leather	cuir .....
to leave alone	laisser tranquille .....
to leave something	laisser quelque chose .....
a lecture	une conférence .....
left	gauche .....
to lend	prêter .....
length	longueur .....

a library	une bibliothèque .....	1-1	a movie	un film .....	10-1
to lift	lever, soulever .....	10-1	a movie theater	un cinéma .....	1-2
light	léger .....	10-2	muggy	humide, lourd .....	8-2
to light	allumer, illuminer .....	6-1	a museum	un musée .....	1-2
lightly	légèrement .....	13-1	music	musique .....	6-1
lightning	les éclairs .....	10-1	myself	me, moi-même, moi .....	9-2
like	comme .....	8-2			
a lion	un lion .....	4-1	► N		
a lioness	une lionne .....	3-1	narrow	étroit .....	10-1
a list	une liste .....	2-2	necessary	nécessaire .....	5-1
livestock	bétail .....	3-2	a necklace	un collier .....	12-2
a living condition	une condition de vie .....	1-2	negative	négatif .....	1-1
a location	un emplacement .....	1-1	a neighbor	un voisin .....	2-2
to look + adj	avoir l'air + adj. ....	4-2	nervous	nerveux .....	11-1
to look around	surveiller .....	5-1	a net	un filet .....	8-1
to look like	ressembler .....	12-2	nice	gentil, agréable .....	3-2
to look up	lever le regard .....	4-2	nicely	gentiment .....	3-2
the Lord	le Seigneur, Dieu .....	3-2	noisily	bruyamment .....	3-2
lots of	beaucoup de .....	1-2	noisy	bruyant .....	3-2
loud	bruyant .....	12-1	north	nord .....	7-1
to love	aimer .....	1-2	to notice	remarquer .....	4-2
a lover	un amant, un amoureux .....	10-2	not ... yet	pas encore .....	13-1
luck	la chance .....	12-1	a noun	un nom .....	3-2
lucky	chanceux .....	2-2	nowadays	aujourd'hui, de nos jours .....	8-1
luckily	heureusement .....	13-1	a number	un nombre .....	4-1
			nutritious	nourrissant, nutritif .....	9-2
► M					
macaroni	macaroni .....	5-3	► O		
a machine	une machine .....	9-2	an object	un objet .....	12-2
Madam	madame .....	1-2	an occasion	une occasion .....	12-2
magic	magie .....	10-2	an ocean	un océan .....	11-2
to mail	envoyer, poster .....	1-1	odd	étrange, bizarre .....	12-1
a mail box	une boîte aux lettres .....	1-2	of course	naturellement .....	5-1
maize	maïs .....	8-2	an off-season		
to make a decision	prendre une décision .....	1-2	garden	un jardin « hors saison » .....	7-1
to make a journey	voyager .....	6-1	to offer	offrir .....	6-1
to make up	inventer .....	13-2	an office	un bureau .....	1-2
malaria	paludisme .....	8-1	an oil palm	un palmier à huile .....	8-1
a mannequin	un mannequin .....	12-2	an olive	une olive .....	13-2
manner	manière .....	3-2	on horseback	à cheval .....	1-2
manure	engrais .....	7-2	on the way	sur la route, en route .....	1-1
a map	une carte .....	1-1	once	une fois, une fois que .....	5-1
a marabout	un marabout .....	2-2	once in a while	de temps en temps .....	9-2
to marry	se marier avec, épouser .....	3-1	an onion	un oignon .....	3-1
marvelous	merveilleux .....	11-1	only	seul, seulement .....	4-1
a matter	une chose, une affaire .....	1-2	orally	oralement .....	2-2
may	avoir la permission de .....	5-1	to order	commander .....	11-2
maybe	peut-être .....	6-2	an order	une commande .....	8-2
a mayor	un maire .....	1-2	(in) order to	pour, dans le but de .....	3-1
to mean	signifier .....	1-2	to organize	organiser .....	7-2
meaning	signification .....	5-3	ours	le nôtre, la nôtre, les nôtres .....	4-1
meaningful	significatif, plein de sens .....	13-1	ourselves	nous-mêmes, nous .....	9-2
a measure	une mesure .....	9-1	out loud	à haute voix .....	10-1
a meat eater	un carnivore .....	3-2	overcast	couvert, assombri .....	8-2
a meeting	une réunion .....	4-1	own	propre (à soi) .....	2-2
to memorize	apprendre par cœur .....	12-1	to own	posséder .....	1-2
a metal	un métal .....	12-2	an owner	un propriétaire .....	2-2
(in the) middle (of)	au milieu de .....	7-1			
a mile	un mille .....	3-2	► P		
a million	un million .....	2-1	the Pacific Ocean	l'océan Pacifique .....	11-2
mine	le mien, la mienne, les miens, les miennes .....	4-1	to pack	emballer .....	5-1
	minier .....	12-2	a package	un colis .....	1-2
to mine	miner .....	2-2	to paint	peindre .....	12-2
mini	mini .....	12-2	a palm tree	un palmier .....	11-2
mining	exploitation minière .....	9-2	a paper	un papier .....	11-2
a mirror	un miroir .....	10-2	a paragraph	un paragraphe .....	3-1
to miss	manquer .....	7-2	parentheses	parenthèses .....	7-2
a mistake	une faute .....	7-2	a parrot	un perroquet .....	12-1
to mix	mélanger, mélanger .....	7-2	a part	une région, une partie .....	4-1
to moan	gémir .....	10-1	to participate	participer à .....	7-1
a monkey	un singe .....	4-1	a participle	un participe .....	12-1
a moped	une mobylette .....	10-2	particularly	particulièrement .....	9-1
more	plus .....	8-1	to pass away	mourir .....	13-2
a mosque	une mosquée .....	1-1	a passenger	un voyageur .....	11-1
a mosquito	un moustique .....	8-1	the past	le passé .....	3-1
most	le plus, la plupart .....	8-1	a pasture	une pâture .....	8-2
to move	bouger .....	4-1	a path	un sentier, un chemin .....	3-1
to move to	avancer .....	12-2	a patient	un patient .....	1-2
			a pattern	un modèle .....	6-2

peace	la paix .....	4-1	reflexive	réfléchi .....	9-2
a penny	un sou .....	3-2	a refusal	un refus .....	10-2
to perform	exécuter .....	9-2	to refuse	refuser .....	3-2
permission	permission .....	5-1	reggae	reggae .....	11-2
a pharmacy	une pharmacie .....	1-1	a relative	un parent .....	1-2
a phrase	une locution .....	6-1	to relax	se délasser, se détendre .....	7-1
to pick	cueillir .....	8-1	to remember	se souvenir de .....	1-2
to pick out	choisir .....	13-2	to remind	se rappeler .....	10-2
a pilgrimage	un pèlerinage .....	2-1	to repair	réparer .....	13-1
a place	un lieu .....	1-2	to repeat	répéter .....	6-1
a plan	un plan .....	13-1	to replace	remplacer .....	2-1
to plan	planifier .....	2-1	to reply	répondre, répliquer .....	5-3
a plantation	une plantation .....	8-1	to respect	respecter .....	10-2
to play a trick	jouer un tour .....	4-1	a rest	un repos .....	9-2
a player	un joueur .....	3-2	the rest of	les autres, le reste .....	7-2
plenty of	(bien) assez de .....	8-2	a restaurant	un restaurant .....	11-2
a plot	un petit terrain .....	7-2	a result	un résultat .....	5-2
to plough	labourer, sillonner .....	9-2	to return	revenir, retourner .....	3-1
plural	pluriel .....	1-1	a review	une révision .....	1-1
a poem	un poème .....	2-2	a rhinoceros	un rhinocéros .....	4-1
a point	un point .....	7-1	rich	riche .....	3-1
a police station	un commissariat .....	1-2	right	droit .....	1-1
polite	poli .....	5-1	right away	tout de suite .....	5-2
a pool	une mare .....	12-1	ripe	mûr .....	6-2
the poor	les pauvres .....	2-2	to roar	rugir .....	4-1
poor	pauvre .....	5-2	to roast	rôtir .....	2-2
porridge	la bouillie .....	6-1	a robe	une robe .....	12-2
possessive	possessif .....	4-1	a rock	un rocher .....	12-2
possible	possible .....	4-1	rock-n-roll	le rock .....	13-2
a post office	un bureau de poste .....	1-1	a role	un rôle .....	10-1
a postcard	une carte postale .....	5-2	romantic	romanesque .....	10-2
potash	potasse .....	3-1	a root	une racine .....	7-2
pottery	poterie .....	12-2	a rope	une corde .....	9-1
to pour	verser, couler .....	3-2	to run away	se sauver .....	3-1
a prayer	une prière .....	2-2	to run out of	être à court de .....	7-1
a preparation	une préparation .....	13-1			
to prescribe	prescrire .....	6-1			
a prescription	une ordonnance .....	1-2			
a present	un cadeau .....	5-3			
present					
progressive					
a president					
pretty					
a preventive					
health measure					
a price					
a prince					
(in) progress					
a pronoun					
a prophet					
to protect					
proud					
to provide					
to pull					
a purse					
to push					
to put away					
to put on					
► Q					
qualified					
to qualify					
quick					
quickly					
to quit					
► R					
a rain forest	une forêt tropicale humide .....	8-1	shame	honte .....	10-2
rainy	pluvieux .....	8-2	a sharing	un partage .....	2-1
a rake	un râteau .....	7-2	a sheep	un mouton .....	2-1
rarely	rarement .....	8-2	to shine	luire, reluire, briller .....	8-2
a reader	un lecteur .....	3-2	shiny	luisant, lustré .....	13-2
real	réel, vrai, véritable .....	12-2	a ship	un navire .....	1-2
to realize	se rendre compte .....	3-2	a shop	une boutique, un magasin .....	1-1
really	vraiment .....	3-1	(go) shopping	aller faire des achats .....	6-2
to receive	recevoir .....	11-2	should	temps conditionnel de devoir .....	9-1
recently	récemment .....	11-1	to shout	crier .....	10-1
reciprocal	réciproque .....	9-2	a shovel	une pelle .....	7-2
			to show up	se présenter .....	13-2

a siesta	une sieste	9-2
a sight	une vue	6-1
a sign	un signe	12-2
silent	silencieux	4-1
silly	sot, niaud	10-2
silver	argent (métal)	12-1
simple present	présent simple	1-1
since	depuis	12-2
sincerely	sincèrement	5-3
to sing	chanter	2-2
a singer	un chanteur	3-2
singular	singulier	1-1
a situation	une situation	5-1
a skin	une peau	8-2
to skin	écorcher	2-2
skinny	mâigre	4-1
sleep	le sommeil	5-2
slow	lent	3-2
slowly	lentement	3-2
smart	intelligent, élégant	10-2
to smell	sentir	7-2
smoking	action de fumer	13-2
soap	savon	9-1
society	société	10-2
a soft drink	une boisson non alcoolisée	13-2
soil	le sol	7-2
a solution	une solution	7-1
someone	quelqu'un	11-2
a song	une chanson	10-2
sophisticated	sophistiqué	6-1
a sort	une sorte	4-2
a sound	un son, un bruit	3-1
to sound	sonner	12-1
to sound (like)	on dirait....	12-1
spaghetti	spaghetti	1-2
a speaker	un orateur	3-2
special	spécial	2-2
a speech	un discours	13-2
speed	vitesse, rapidité	10-2
to spend (money)	dépenser	5-2
to spend (time)	perdre du temps	5-1
a spice	une épice	2-2
a sport	un sport	9-1
a squash	une courge	6-2
to squat	s'accroupir, se blottir	8-2
a squawk	un cri rauque	12-1
to stab	donner un coup de couteau	
	à, poignarder	3-2
a stamp	un timbre	1-2
a star	une étoile	10-2
to starve	faire mourir de faim, affamer	7-1
to steal	voler	7-2
a stereo	une chaîne stéréo	13-2
still	encore	8-1
still	immobile	12-2
stocky	tropu	8-1
a storm	un orage	8-2
a story	une histoire	2-1
straight ahead	tout droit	1-1
strange	étrange	12-1
a street	une rue	1-1
stupid	bête	3-2
stupidly	bêtement	3-2
a subject	un sujet, une matière	1-1
to succeed	réussir	4-1
to suck	sucer, téter	8-2
suddenly	soudain	4-1
sugar	sucré	8-2
a suitcase	une valise	5-1
summer	été	1-1
sunny	ensoleillé	8-2
a superlative	un superlatif	11-2
to support	soutenir, supporter	10-2
to suppose	supposer, s'imaginer	11-1
sure	bien sûr	5-2
surprised	étonné	3-2
to swear	jurer, prêter serment	13-1
to sweep	balayer	13-2

9-2

**to swing  
a syllable**12-1  
8-2**► T**

to take a test
to take care of
to take place
taller
to taste
a team
a teenager
teeth
to telephone
a television
to tell
temperate
a tense
a thank-you letter
that

passer un examen	13-1
prendre soin de	9-2
avoir lieu	13-2
plus grand que	10-1
goûter	11-2
une équipe	12-2
un adolescent	9-1
dents	12-1
téléphoner	1-2
une télévision	1-1
raconter	11-2
modéré, tempéré	8-1
un temps	1-1
une lettre de remerciement	1-2
que	3-2
c'est dommage	11-2
le leur, la leur, les leurs	4-1
se, eux-mêmes, elles-mêmes	9-2
un voleur	2-1
un penseur	3-2
troisième	3-1
avoir soif	4-2
comme ça	3-2
une pensée	4-2
saisissant	10-1
une gorge	2-1
à travers, au travers de	3-1
ainsi	13-2
longtemps	3-1
c'est l'heure de	12-1

**(it's) time to  
(from) time to**

time

tiny
tired
a title
together
a ton

de temps en temps

tout petit, minuscule

fatigué

un titre

ensemble

une tonne

trop

un outil

une dent

hauteur, sommet

une tortue

un tourist

vers, envers

une tradition

traditionnel

un rond-point

un feu de circulation

une tragédie

instruire, encadrer

piétiner

transplanter

transport

voyager

un tour

tropical

la vérité

véridiquement

essayer

Touareg

a turban

tourner

faire demi-tour

refuser

éteindre, arrêter

allumer

une télévision

deux fois

un jumeau

8-1

**► U**

to underline
undisciplined
unfortunately

souligner

indiscipliné

malheureusement

12-1

8-2

<b>unmarried</b>	<i>célibataire</i>	3-1	<b>which one</b>	<i>lequel, laquelle, lesquels, lesquelles</i>	4-2
<b>until</b>	<i>jusqu'à</i>	5-2	<b>while</b>	<i>pendant que, tout en</i>	7-2
<b>up</b>	<i>en haut</i>	1-2	<b>a whistle</b>	<i>un sifflet</i>	3-2
<b>uranium</b>	<i>uranium</i>	12-2	<b>wicked</b>	<i>méchant</i>	10-1
<b>to use</b>	<i>utiliser, employer</i>	2-1	<b>windy</b>	<i>venteux</i>	8-2
 <b>► V</b>			<b>wine</b>	<i>vin</i>	10-2
<b>a villager</b>	<i>un villageois</i>	7-1	<b>wisely</b>	<i>sagement, prudemment</i>	13-1
<b>violence</b>	<i>violence</i>	10-1	<b>a wish</b>	<i>un souhait, un désir</i>	13-1
<b>a visit</b>	<i>une visite</i>	1-1	<b>without</b>	<i>sans</i>	4-2
<b>vioceless</b>	<i>sans voix</i>	2-1	<b>wonderful</b>	<i>étonnant, merveilleux</i>	5-2
 <b>► W</b>			<b>wood</b>	<i>bois</i>	8-1
<b>to wait</b>	<i>attendre</i>	3-2	<b>a worker</b>	<i>un travailleur</i>	3-2
<b>to wake up</b>	<i>se réveiller</i>	2-2	<b>the world</b>	<i>le monde</i>	10-2
<b>(to go for) a walk</b>	<i>se promener, faire une promenade</i>	11-2	<b>(to be) worn out</b>	<i>être usé</i>	4-2
<b>to walk around</b>	<i>faire le tour de</i>	1-2	<b>(to be) worried</b>	<i>s'inquiéter</i>	7-1
<b>to walk by</b>	<i>passer près de</i>	1-2	<b>to worry</b>	<i>s'inquiéter, se tracasser</i>	7-1
<b>to walk down</b>	<i>descendre</i>	1-1	<b>worse</b>	<i>pire, plus mauvais</i>	10-1
<b>a wall</b>	<i>un mur</i>	12-2	<b>worst</b>	<i>le plus mauvais, le pire</i>	11-2
<b>a wallet</b>	<i>un portefeuille</i>	5-3	<b>would</b>	<i>prétérit de will</i>	5-1
<b>warm</b>	<i>(assez) chaud</i>	8-2	<b>wrestling</b>	<i>lutte</i>	9-1
<b>to waste (time)</b>	<i>gaspiller, perdre (du temps)</i>	5-2	<b>a writer</b>	<i>un écrivain</i>	3-2
<b>to watch</b>	<i>regarder, surveiller</i>	5-1			
<b>a weapon</b>	<i>une arme</i>	4-2			
<b>to weep</b>	<i>pleurer</i>	10-2			
<b>a weight</b>	<i>une haltère</i>	5-1			
<b>well</b>	<i>bien, très, fort</i>	3-2			
<b>West Indian</b>	<i>Antillais</i>	13-2			
<b>wet</b>	<i>mouillé</i>	5-2			
<b>what's the matter?</b>	<i>qu'est-ce qu'il y a?</i>	13-1			
<b>which</b>	<i>quel, quelle, quels, quelles ...</i>	4-2			
			 <b>► Y</b>		
			<b>to yell</b>	<i>hurler</i>	5-2
			<b>younger</b>	<i>plus jeune que</i>	10-1
			<b>yours</b>	<i>le vôtre, la vôtre, les vôtres</i>	4-1
			<b>yourself</b>	<i>vous-même, toi-même, vous-mêmes, vous, te</i>	9-2
			<b>yourselves</b>	<i>vous, vous-mêmes</i>	9-2
			 <b>► Z</b>		
			<b>Zouk music</b>	<i>musique « Zouk »</i>	13-2

